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ABSTRACT

This study was undertaken to obtain reliable national estimates of enrollments of undergraduates in humanities courses and to assess changes in enrollments from 1980 to 1985. The survey collected data from a sample of 453 (out of 493) colleges and universities on enrollment figures for full-time and part-time undergraduate students in eight general humanities subjects: English composition, English and American literature, foreign languages and literatures, history, philosophy, religion, history/appreciation of the arts, and interdisciplinary humanities. The survey found that humanities courses were offered at the great majority of American colleges and universities in the fall of 1985. The most frequently offered courses were composition/writing, history, English and American literature, and foreign languages and literatures. In general, enrollments per 100 students were highest in baccalaureate colleges, private schools, and small schools, and lowest in two-year colleges. Humanities enrollments per 100 students were fairly stable from 1980 to 1985. (JDD)

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UNDERGRADUATE ENROLLMENTS IN HUMANITIES COURSES: 1980 AND 1985

Laurie L. Lewis
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Westat, Inc.

Higher Education Surveys

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Higher Education Surveys Report
Survey Number 3
October 1987

Sponsored by the National Science Foundation, the National Endowment for the Humanities, and the U.S. Department of Education

HIGHLIGHTS

Results of a fall 1986 HES survey offer the following information about undergraduate humanities enrollments in American colleges and universities in fall 1980 and fall 1985.

- Humanities courses were offered at the great majority of American colleges and universities in the fall of 1985. Frequently offered courses were composition/writing (91%), history (86%), English and American literature (86%), foreign languages and literatures (81%), philosophy (79%), history/appreciation of the arts (77%), and remedial/developmental composition (71%).

- There were some differences by institutional characteristics in the likelihood of offering the courses. Large schools were more likely than small schools to offer all subjects except religion. Small schools, private schools, and baccalaureate schools most frequently offered religion courses. Two-year schools were the least likely to offer any of the courses, except remedial/developmental composition, which they offered more frequently than any of the other types of schools.

- In fall 1985 there were approximately 7 million enrollments in the humanities courses surveyed by HES in American colleges and universities. Enrollments were concentrated most heavily in composition/writing, history, foreign languages and literatures, and English and American literature. These four subjects account for two-thirds of the enrollments in the humanities courses surveyed.

- Enrollments in all humanities subjects surveyed were much higher at the lower division level than the upper division level, with more than three times as many humanities enrollments in lower division courses as in upper division courses. The distribution at four-year schools was less skewed, with lower division courses having about one-and-a-half times the enrollment that upper division courses had.

- Course enrollments per 100 students were: composition/writing -- 15 per 100; history -- 13 per 100; foreign languages and literatures -- 10 per 100; English and American literaure -- 8 per 100; and philosophy -- about 5 per 100.

- In general, enrollments per 100 students were highest in baccalaureate colleges, private schools, and small schools, and lowest in two-year colleges.

- Humanities enrollments per 100 students were fairly stable from 1980 to 1985. There were small declines in a few areas, which were offset by increases in other areas. There was some variation by the kind of institution, with private and small institutions more likely to show declines. However, the enrollments per 100 students at these kinds of institutions were still higher than at other kinds of schools.

Higher Education Surveys

UNDERGRADUATE ENROLLMENTS IN HUMANITIES COURSES: 1980 AND 1985

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This study was developed by Jeffrey Thomas of the Office of Planning and Budget of the National Endowment for the Humanities. The Federal Advisory Board and its Technical Advisory Committee contributed guidance and suggestions on the survey.

Special thanks go to the Higher Education Surveys' campus representatives and the other academic officials who provided the information for this report.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
HUMANITIES COURSE OFFERINGS, FALL 1985	4
HUMANITIES ENROLLMENTS	8
Lower Division Enrollments	14
Upper Division Enrollments	15
ENROLLMENT CHANGES, 1980-1985	16
Change in Widely-Offered Humanities Subjects	17
Change in Enrollments in Other Humanities Subjects	21
THE SPECIAL CASE OF RELIGION COURSES	22
SUMMARY	23
Appendix A: Detailed Tables	A-1
Appendix B: Technical Notes	B-1
Higher Education Surveys (HES)	B-3
Survey Methodology, Humanities Enrollments Survey	B-3
Reliability of Survey Estimates	B-4
School Type relationships	B-6
Appendix C: Survey Questionnaire	C-1

LIST OF TABLES

Text Tables — Page

1 Enrollment changes from 1980 to 1985 in selected humanities courses, by subject and institutional control 18

2 Enrollment changes from 1980 to 1985 in selected humanities courses, by subject and institutional size 19

3 Enrollment changes from 1980 to 1985 in selected humanities courses, by subject and institutional type 20

Appendix Tables

A-1 Humanities course offerings and enrollments at colleges and universities in fall 1980 and fall 1985, by subject and level A-3

A-2 Percent of colleges and universities that offered courses in selected humanities subjects in fall 1985, by subject and institutional characteristics A-4

A-3 Enrollments in humanities courses in colleges and universities that offered the courses in fall 1980, by subject and institutional characteristics A-5

A-4 Enrollments in humanities courses in colleges and universities that offered the courses in fall 1985, by subject and institutional characteristics A-6

A-5 Enrollments in lower division humanities courses at colleges and universities that offered the courses in fall 1980, by subject and institutional characteristics A-7

A-6 Enrollments in lower division humanities courses at colleges and universities that offered the courses in fall 1985, by subject and institutional characteristics A-8

A-7 Enrollments in upper division humanities courses at colleges and universities that offered the courses in fall 1980, by subject and institutional characteristics A-9

A-8 Enrollments in upper division humanities courses at colleges and universities that offered the courses in fall 1985, by subject and institutional characteristics A-10

A-9 Enrollment changes from 1980 to 1985 in humanities courses at colleges and universities that offered the courses, by subject and institutional characteristics A-11

LIST OF TABLES (continued)

A-10 Enrollment changes from 1980 to 1985 in lower division humanities courses at colleges and universities that offered the courses, by subject and institutional characteristics A-12

A-11 Enrollment changes from 1980 to 1985 in upper division humanities courses at colleges and universities that offered the courses, by subject and institutional characteristics A-13

A-12 Coefficients of variation and confidence intervals for survey estimates of the percent of colleges and universities that offered courses in selected humanities subjects in fall 1985, by subject and institutional characteristics B-5

A-13 Coefficients of variation and confidence intervals for survey estimates of the enrollment per 100 students in colleges and universities that offered courses in selected humanities subjects in fall 1985, by subject and institutional characteristics B-5

LIST OF FIGURES

Text Figures		Page
1	Percent of colleges and universities that offered courses in selected humanities in fall 1985, by institutional control	5
2	Percent of colleges and universities that offered courses in selected humanities in fall 1985, by institutional size	6
3	Percent of colleges and universities that offered courses in selected humanities subjects in fall 1985, by institutional type	7
4	Humanities course enrollments at colleges and universities in fall 1985, by subject area	8
5	Humanities course enrollments per 100 students at colleges and universities in fall 1985, by level	10
6	Humanities course enrollments per 100 students at colleges and universities in fall 1985, by institutional control	11
7	Humanities course enrollments per 100 students at colleges and universities in fall 1985, by institutional size	12
8	Humanities course enrollments per 100 students at colleges and universities in fall 1985, by institutional type	13

Appendix Figures		
A-1	Percents of each type of institution that are public and private	B-8
A-2	Percents of each type of institution that are small, medium, and large	B-8
A-3	Percents of each size of institution that are public and private	B-9
A-4	Percents of each size of institution that are doctoral, comprehensive, baccalaureate, and two-year	B-9
A-5	Percents of public and private institutions that are doctoral, comprehensive, baccalaureate, and two-year	B-10
A-6	Percents of public and private institutions that are small, medium, and large	B-10

INTRODUCTION

It has been generally assumed that enrollments in the humanities declined in the 1970's and early 1980's, based upon studies of numbers of degrees awarded in the humanities fields and changes in undergraduate general education requirements. However, no national data have been available on enrollments in humanities courses. The purpose of this survey, requested by the National Endowment for the Humanities and conducted through the Higher Education Surveys (HES) system, was to collect such data in order to provide reliable national estimates of enrollments of undergraduates in humanities courses and to assess changes in enrollments from 1980 to 1985.

This survey requested enrollment figures for full- and part-time undergraduate students in eight general humanities subjects: English composition (collected separately for composition/writing courses and remedial/developmental courses), English and American literature, foreign languages and literatures, history, philosophy, religion, history/appreciation of the arts, and interdisciplinary humanities. The data were collected in fall 1986 from a nationally-representative sample of 493 colleges and universities, representing a universe of approximately 2,900 colleges and universities. A 92 percent response rate (453 colleges and universities) was obtained. See Appendix B for a more detailed discussion of the sample and survey methodology.

Readers of this report should note that the figures represent the number of <u>enrollments</u> in humanities courses, and not the number of <u>students</u> enrolled in humanities courses. Students enrolled in more than one course in a given subject were counted for each course. For example, a student enrolled in two history courses would be counted twice in the enrollment figures provided for history. While an unduplicated total of the number of students enrolled in humanities courses would have been desirable, a pretest showed that institutions could not provide such information within the response burden constraints of a HES quick-response survey.

Institutions were asked to provide enrollment figures broken out by lower division courses and upper division courses. Lower division courses were defined as for-credit courses designed for undergraduates in the first two years of a four-year curriculum, plus all course enrollments for two-year colleges. Upper division courses were defined as for-credit courses designed for undergraduates during the third and fourth years of a four-year curriculum. Institutions that have a four-year undergraduate program that does not distinguish between upper and lower division courses indicated this on the questionnaire and listed all their enrollment figures in the spaces reserved for lower division enrollments. Institutions that could not provide separate upper and lower division figures for some other reason (e.g., their records were not kept in this fashion) also indicated this on the questionnaire and entered all their figures in the spaces for lower division enrollments. Those schools that did not break out upper and lower division enrollments (for whatever reason) were then removed from the analyses for upper and lower division enrollments, but were included in the analyses for "overall" (upper plus lower division) enrollments. This separation was necessary so that the data reported for lower division and upper division represented just those divisions, and were not affected by data that included both upper and lower division enrollments together.

The number of institutions offering particular humanities courses is limited to those institutions that could provide enrollment figures broken out as requested for the subject (e.g., they could distinguish between their composition/writing courses and their courses in English and American literature). A few schools that offered the courses but could not provide enrollment figures as requested were not counted as offering the courses, and instead were categorized as "don't know" for that subject. Because this situation occurred more frequently for 1980 data than for 1985 data, the number of institutions that offer courses is somewhat less accurate for 1980 than for 1985. Thus, the section on the percent of schools offering courses is based on the figures for 1985 only. This issue is not a problem for the enrollment figures (when standardized by institutional enrollments, that is, enrollments per 100 students) because these figures are based only on those institutions that are counted as offering the courses.

It should also be noted that an institution was counted as offering courses in a particular subject if it offered <u>any</u> courses in that subject. Thus, for example, the figures

represent the number of institutions offering any history courses, and not the number of history courses offered. This means that an institution is counted as offering history courses whether it offers one history course or 20 history courses.

The data in this report are aggregated as "total" figures, which represent all kinds of schools grouped together, and are also disaggregated by institutional control, school size, and institutional "type". The classifications are defined in Appendix B. Since these institutional characteristics are interrelated (see Appendix B), response patterns for certain school types resemble each other. For example, small schools, private schools, and baccalaureate schools have the highest enrollments per 100 students, and large schools, public schools, and two-year schools have the lowest enrollments per 100 students.

Unless otherwise specified, data reported in the text refers to "total" figures (all schools grouped together) and are "overall" numbers (upper and lower division figures added together). The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, numbers in the tables and text have been rounded. Percents, averages, and change scores have been calculated based on the actual estimates rather than the rounded values.

HUMANITIES COURSE OFFERINGS, FALL 1985

Humanities courses were offered at the great majority of American colleges and universities in the fall of 1985. Listed below (and depicted in Figure 1) are the percents of institutions offering each of the humanities courses included in the survey:

- Composition/writing -- 91%,
- History -- 86%,
- English and American literature -- 86%,
- Foreign languages and literatures -- 81%,
- Philosophy -- 79%,
- History/appreciation of the arts -- 77%,
- Remedial/developmental composition -- 71%,
- Religion -- 56%, and
- Interdisciplinary humanities -- 48%.

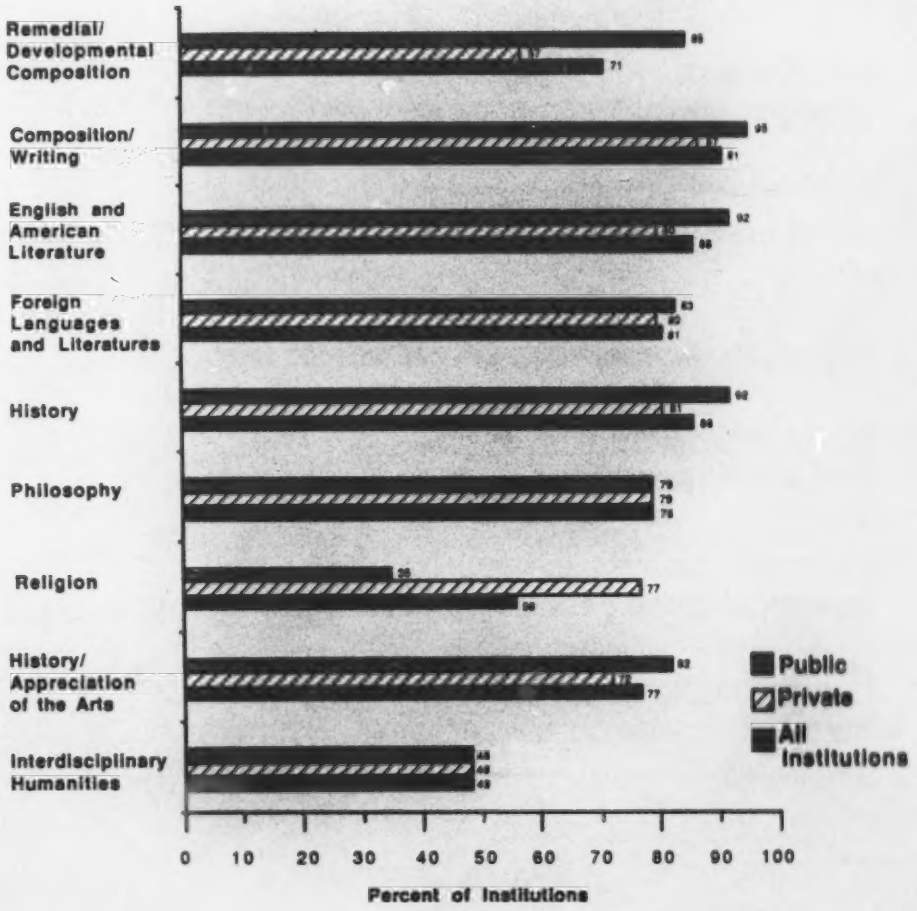
Public schools were more likely than private schools to offer remedial/ developmental composition, composition/writing, English and American literature, history, and history/appreciation of the arts (Figure 1). About the same proportion of public and private schools offered foreign languages and literatures, philosophy, and interdisciplinary humanities. Private schools were twice as likely as public schools to offer religion courses. As might be expected, large schools were more likely than small schools to offer courses in all humanities subjects, with the exception of religion, which was most frequently offered by small schools (Figure 2).

Almost all doctoral, comprehensive, and baccalaureate schools offered composition/writing, English and American literature, foreign languages and literatures, and history (Figure 3). Baccalaureate schools were more likely to offer religion courses than were doctoral and comprehensive schools. Two-year schools were less likely to offer the specified

humanities courses than were the other types of schools. The exception to this is remedial/developmental writing, which two-year schools offered slightly more frequently than any of the other types of schools. This may be due in part to the preparatory function many two-year colleges serve.

FIGURE 1

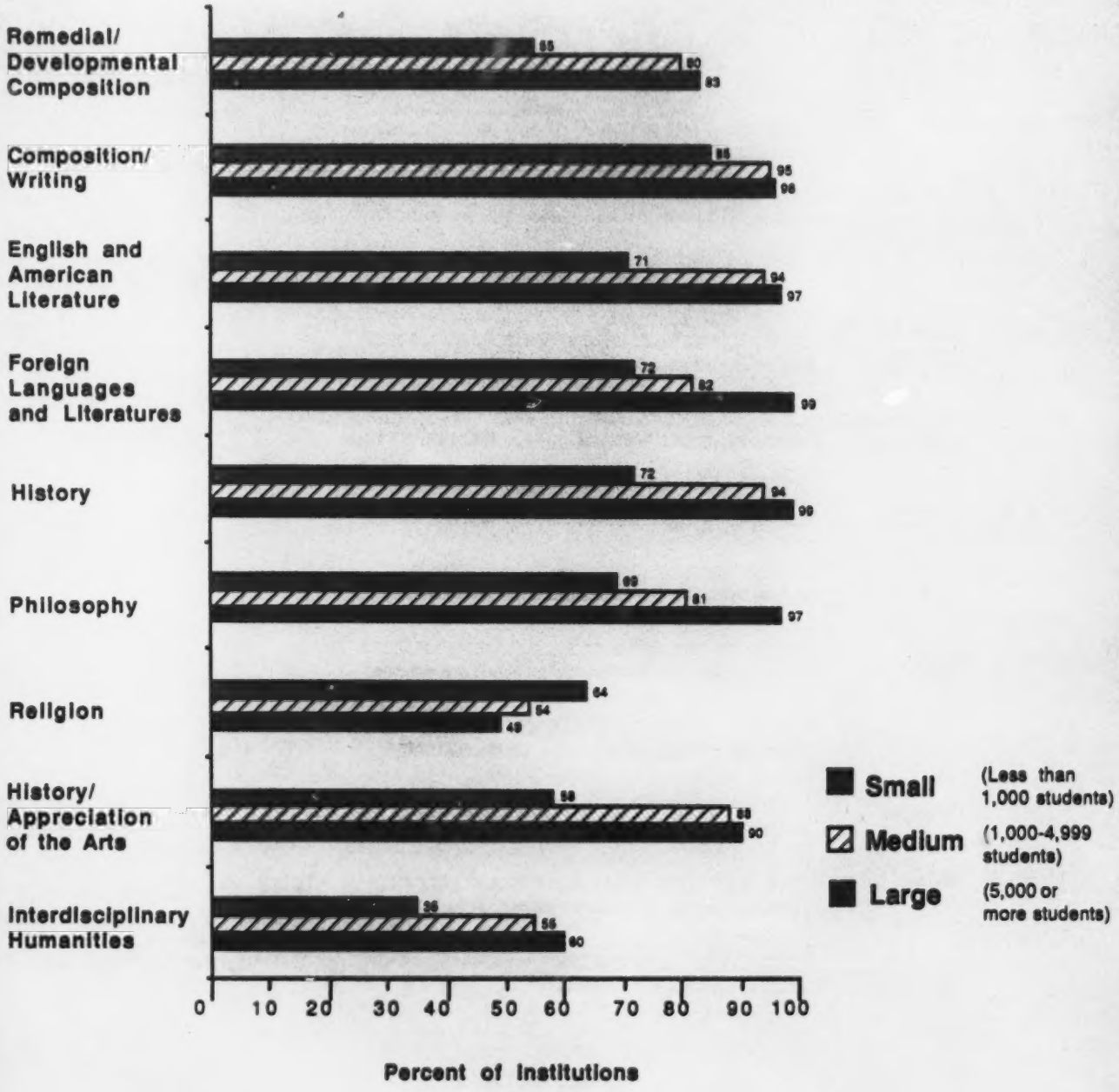
Percent of Colleges and Universities that Offered Courses in Selected Humanities Subjects in Fall 1985, by Institutional Control



Reference: Appendix Table A-2

FIGURE 2

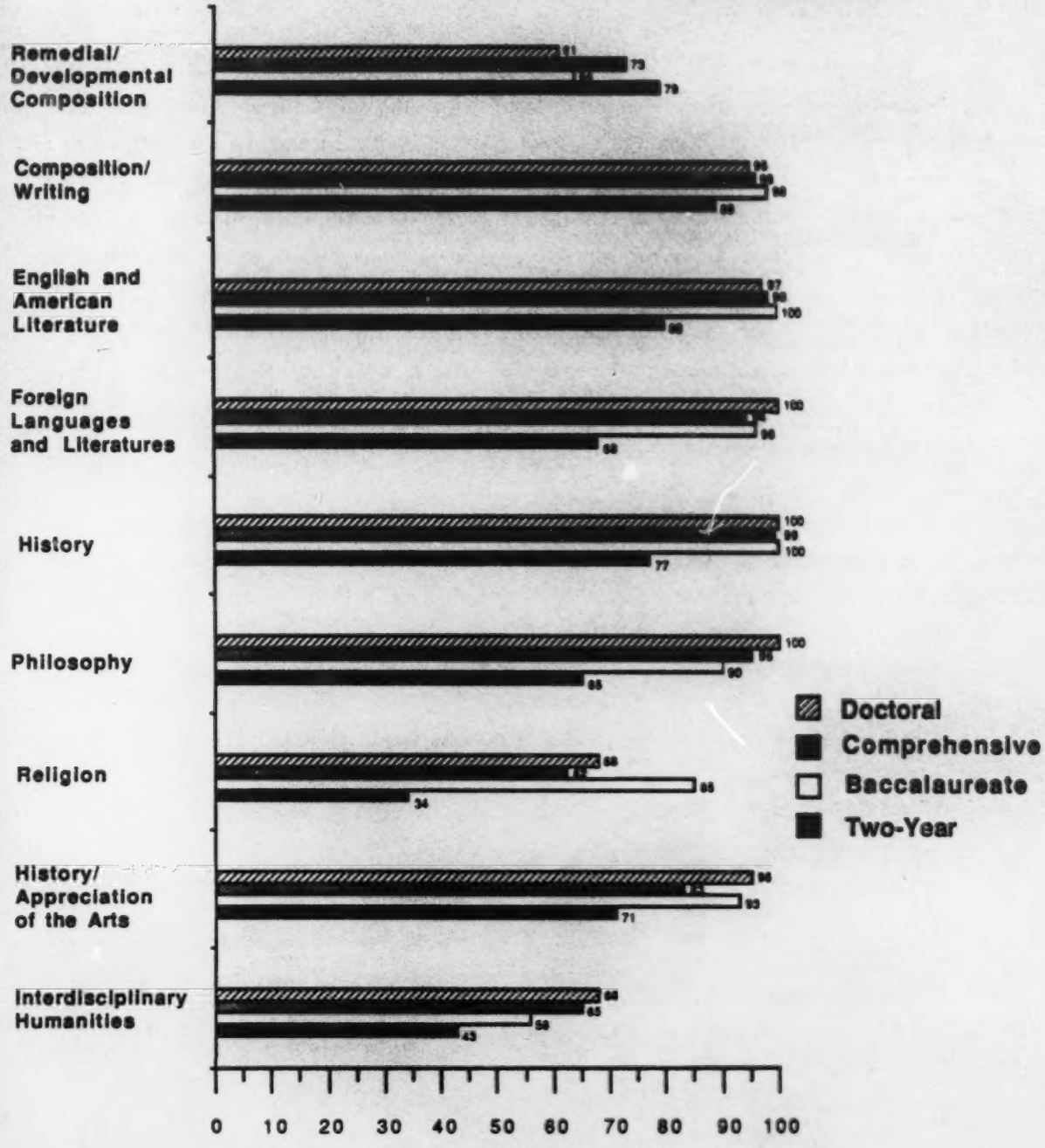
Percent of Colleges and Universities that Offered Courses in Selected Humanities Subjects in Fall 1985, by Institutional Size



Reference: Appendix Table A-2

FIGURE 3

Percent of Colleges and Universities that Offered Courses in Selected Humanities Subjects in Fall 1985, by Institutional Type



Reference: Appendix Table A-2

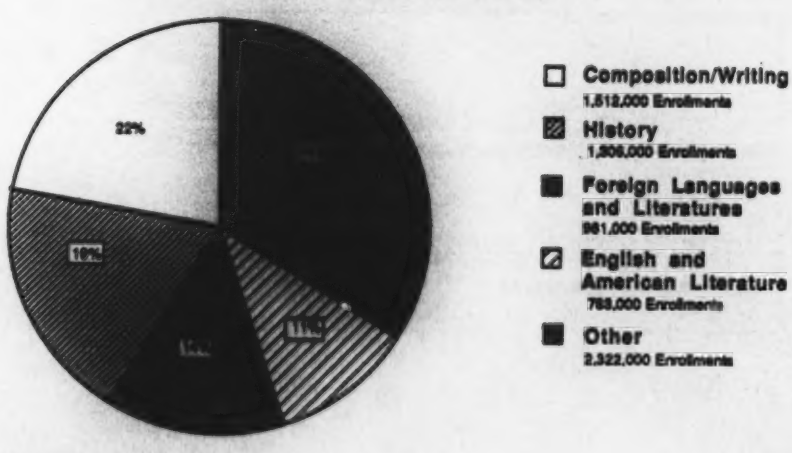
HUMANITIES ENROLLMENTS

In the fall of 1985, there were approximately 7 million enrollments in the humanities courses surveyed by HES in American colleges and universities. Enrollments were concentrated most heavily in composition/writing (1,512,000), history (1,306,000), foreign languages and literatures (981,000), and English and American literature (783,000). These four subjects accounted for two-thirds of the enrollments in the humanities courses surveyed (Figure 4). Enrollments in all humanities subjects surveyed were much higher at the lower division level than the upper division level, ranging from 2.4 to 5.5 times as many humanities enrollments in lower division courses as in upper division courses (Appendix Table A-1). Much of this difference can be attributed to the two-year schools, which do not have upper division enrollments. The distribution at four-year schools was less skewed, with lower division courses having about 1.5 times the enrollment that upper division courses had.

According to the U.S. Department of Education reports on earned degrees, the fields of foreign languages, English, history, philosophy, religion, and art and music appreciation produced approximately 61,400 bachelor's degrees in 1980-81 and 60,300 bachelor's

FIGURE 4

Humanities Course Enrollments at Colleges and Universities in Fall 1985, by Subject Area



Reference: Appendix Table A-1

degrees in 1984-85. These numbers represent 6.6 percent of the bachelor's degrees awarded in all fields in 1980-81 and 6.2 percent of all bachelor's degrees awarded in 1984-85. As these figures indicate, earned degrees in humanities changed very little in the early 1980s. This survey found that enrollments in humanities courses were also fairly stable during this time.

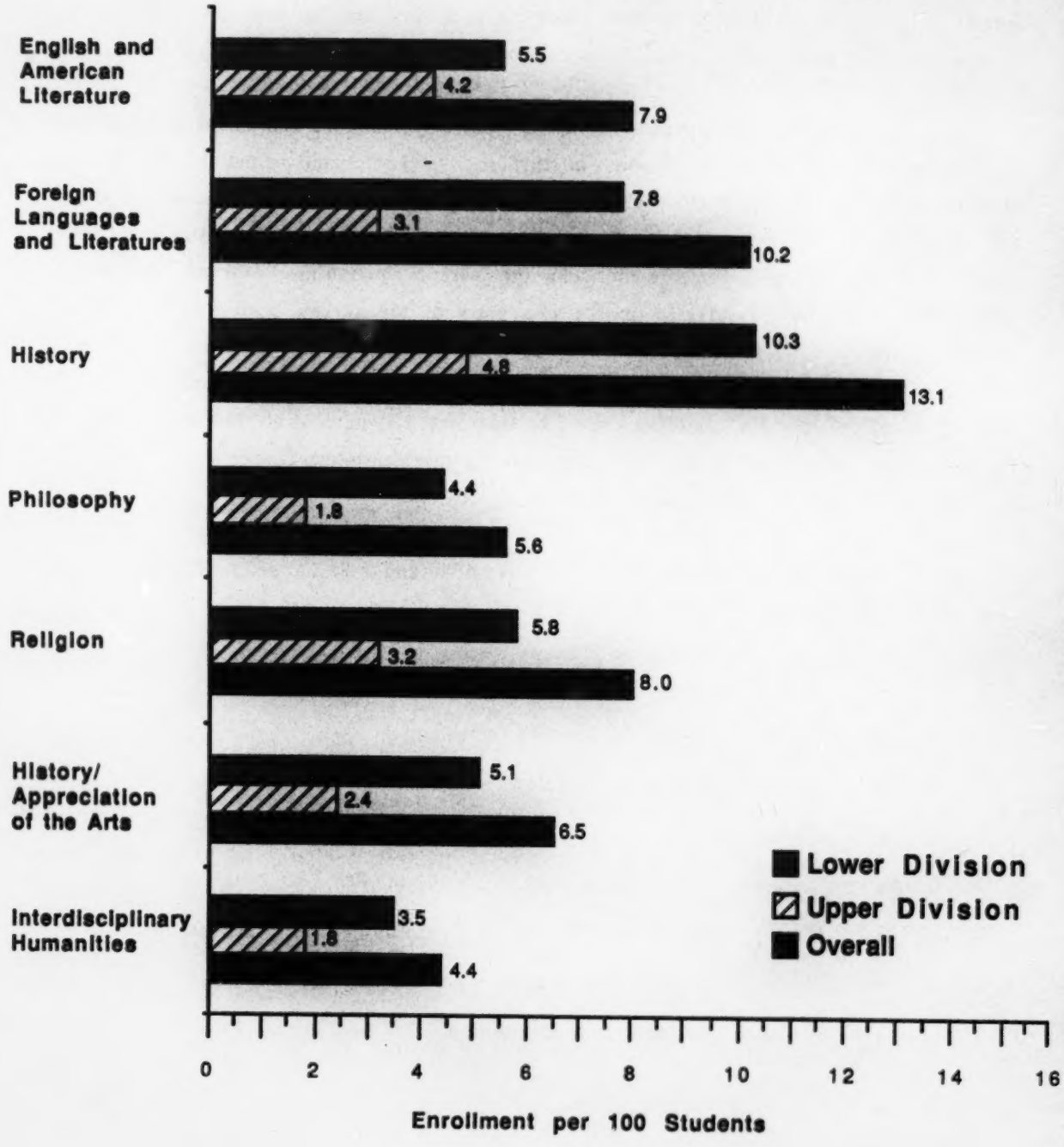
In order to allow comparisons across types of institutions and across the two years of the survey, humanities enrollments in this survey were standardized by institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject. This procedure was necessary because differing numbers of institutions offered courses in the various humanities subjects, the overall enrollments at institutions differed in the two years of the survey, and a number of the institutions were unable to provide data for fall 1980. Readers should also note that because enrollments include duplicated counts (e.g., one student enrolled in two history courses is counted twice) the "per 100" numbers cannot be interpreted as percent of students enrolling in the courses. Instead, these numbers represent average enrollments per 100 students at institutions that offer courses in the particular topic area.

Course enrollments per 100 students for 1980 and 1985 (Appendix Tables A-3 and A-4, and Figure 5) were:

- Composition/writing -- 15 per 100 for both years,
- History -- 13 per 100 for both years,
- Foreign languages and literatures -- 10 per 100 for both years,
- English and American literature -- 8 per 100 for both years,
- Religion -- 9 per 100 in 1980, 8 per 100 in 1985,
- History/appreciation of the arts -- 6 per 100 in 1980, 7 per 100 in 1985,
- Philosophy -- 5 per 100 in 1980, 6 per 100 in 1985,
- Remedial/developmental composition -- 5 per 100 in 1980, 6 per 100 in 1985, and
- Interdisciplinary humanities -- 4 per 100 for both years.

Figure 5

Humanities Course Enrollments per 100 Students at Colleges and Universities in Fall 1985, by Level



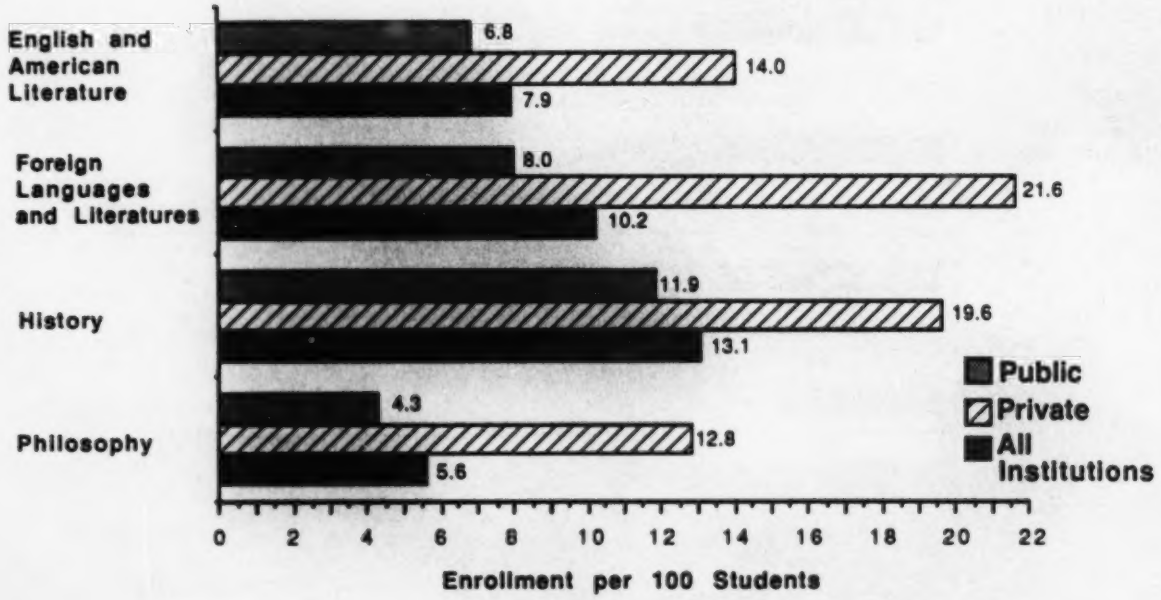
Reference: Appendix Table A-1

Enrollments per 100 students showed substantial variation among the different kinds of institutions. In general, for both 1980 and 1985, enrollments per 100 students were highest in baccalaureate colleges, private schools, and small schools, and lowest in two-year colleges.

Control. Enrollments per 100 students in humanities courses at private schools were generally at least twice those of public schools (Appendix Tables A-3 and A-4, and Figure 6). For example, in 1985, at private schools there were 14.0 enrollments per 100 students in English and American literature courses, while at public schools there were 6.8 enrollments per 100 students in this subject.

Figure 6

Humanities Course Enrollments per 100 Students at Colleges and Universities in Fall 1985, by Institutional Control

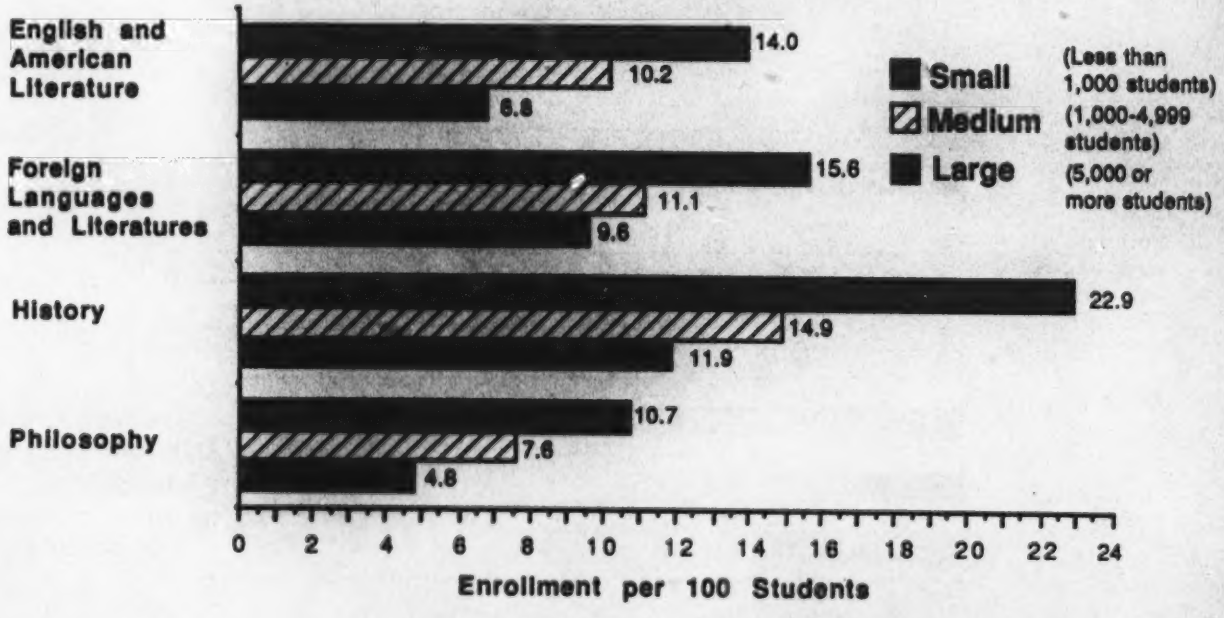


Reference: Appendix Table A-4

Size. The enrollments per 100 students in all types of humanities courses were highest in small schools and lowest in large schools (Appendix Tables A-3 and A-4, and Figure 7), although the total number of enrollments in humanities courses was higher in large schools. For example, in 1985, in small schools there were 10.7 enrollments per 100 students in philosophy courses, while the corresponding figure at large schools was only 4.8 enrollments per 100 students. This pattern may be partly a function of the breadth of program offerings at the larger schools.

Figure 7

Humanities Course Enrollments per 100 Students at Colleges and Universities in Fall 1985, by Institutional Size

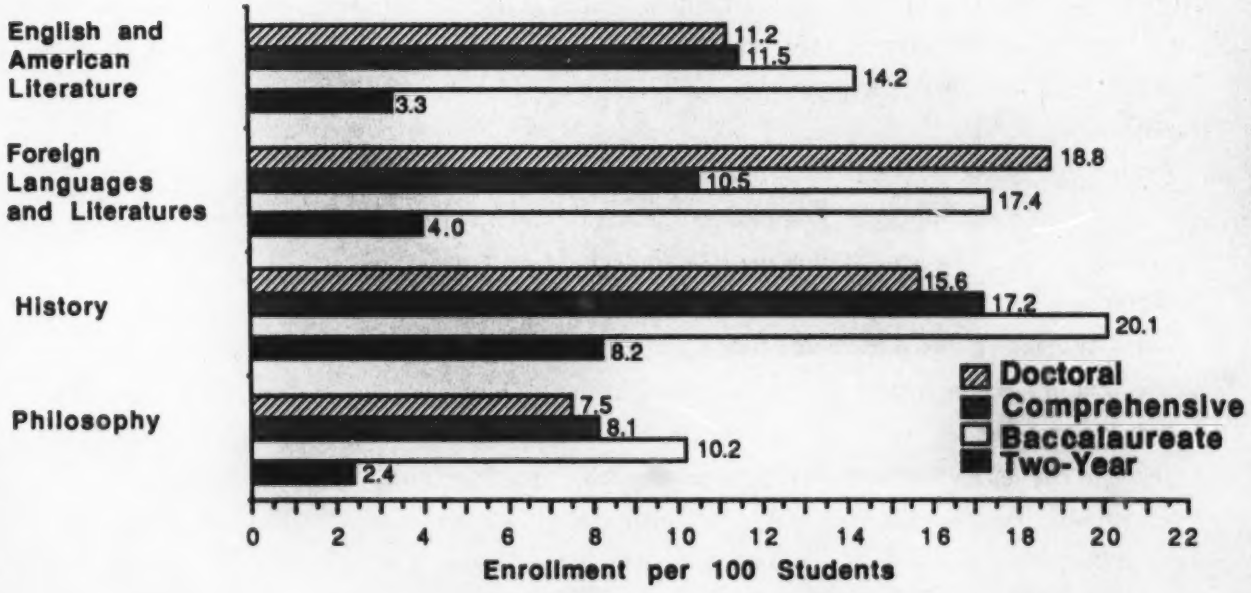


Reference: Appendix Table A-4

Type. Baccalaureate schools had the highest enrollments per 100 students in all humanities subjects, with the exception of foreign languages and literatures, where baccalaureate and doctoral schools had approximately equal enrollments per 100 (Appendix Tables A-3 and A-4, and Figure 8). Two-year schools had the lowest enrollments per 100 students in all subjects. Doctoral and comprehensive schools had fairly similar enrollments per 100 in all subjects except foreign languages.

Figure 8

Humanities Course Enrollments per 100 Students at Colleges and Universities in Fall 1985, by Institutional Type



Reference: Appendix Table A-4

Lower Division Enrollments

Lower division enrollments per 100 students for both 1980 and 1985 (Appendix Tables A-5 and A-6, and Figure 5) were:

- History -- 10 per 100,
- Foreign languages and literatures -- 8 per 100,
- English and American literature -- 6 per 100,
- Religion -- 6 per 100,
- History/appreciation of the arts -- 5 per 100,
- Philosophy -- 4 per 100, and
- Interdisciplinary humanities -- 4 per 100.

English composition (composition/writing and remedial/developmental) enrollments did not distinguish between upper and lower division, so enrollments in these courses are not treated separately in this section. See the preceding section for details on enrollments in these courses.

Lower division enrollments generally followed the same pattern as overall enrollments, with the enrollments per 100 students in all humanities subjects higher in private schools and small schools than in public schools and large schools (Appendix Tables A-5 and A-6). In general, the same holds true for type of institution, with lower division enrollments following the same pattern as overall enrollments. Thus, the highest enrollments per 100 students occurred in baccalaureate schools, and the lowest enrollments per 100 in two-year schools. The only exceptions were foreign languages and literatures, where doctoral schools had the highest enrollments per 100, and interdisciplinary humanities, where two-year and comprehensive schools had approximately equal enrollments per 100 students. With the exception of foreign languages and literatures, enrollments per 100 increased from doctoral to comprehensive to baccalaureate schools.

Upper Division Enrollments

Upper division enrollments per 100 students for both 1980 and 1985 (Appendix Tables A-7 and A-8, and Figure 5) were:

- History -- 5 per 100,
- English and American literature -- 4 per 100,
- Foreign languages and literatures -- 3 per 100,
- Religion -- 4 per 100 in 1980, 3 per 100 in 1985,
- Philosophy -- 2 per 100,
- History/appreciation of the arts -- 2 per 100, and
- Interdisciplinary humanities -- 2 per 100.

Upper division enrollments tended to follow the same pattern as lower division and overall enrollments, with private schools and small schools always having higher enrollments per 100 students than public schools and large schools (Appendix Tables A-7 and A-8). For type of institution, however, the pattern for upper division was unlike that for lower division and overall enrollments, where baccalaureate schools had the highest enrollment per 100 students. For upper division, doctoral schools had the highest enrollments per 100 students in English and American literature, foreign languages and literatures, and history. Baccalaureate schools had the highest enrollment per 100 in religion and interdisciplinary humanities. Enrollments per 100 in philosophy and history/appreciation of the arts were fairly constant across the three school types.

ENROLLMENT CHANGES, 1980-1985

In general, humanities enrollments per 100 students were fairly stable from 1980 to 1985 (Appendix Tables A-9, A-10, and A-11). This is true for both upper and lower division enrollments, as well as for "overall" enrollments. Small declines occurred in a few subjects, but were offset by increases in other subjects. Enrollment changes varied by the kind of institution, with private and small institutions more likely to show declines. However, the enrollments per 100 students at these two kinds of institutions were still higher than at other kinds of schools.

Changes in enrollment per 100 students from 1980 to 1985 can be examined both in terms of the amount of change and the percent change. Enrollment per 100 students, amount of change, and percent change were computed from unrounded data and then rounded to the nearest tenth. The amount of change was generally quite small, but sometimes yielded sizeable percent changes due to the small base enrollments. For example, the amount of change in philosophy enrollments from 1980 to 1985 was +0.5 (which is less than one additional enrollment per 100 students), but yielded a 9 percent change because the base enrollments were so small. Thus, relying on the percent change in enrollments can be very misleading. The percent change should only be used in conjunction with the amount of change and an examination of the enrollments per 100 for both years in order to obtain an accurate picture of humanities enrollments at various kinds of institutions.

For all school types grouped together ("total"), the largest <u>percent</u> change in enrollment (12%) was in remedial/developmental composition (Appendix Table A-9). Remedial/developmental enrollment increased at all kinds of institutions except doctoral schools, where it decreased by 6 percent. Increases ranged from 4 percent at comprehensive schools to 21 percent at baccalaureate schools. The <u>amount</u> of change ranged from -0.2 per 100 in doctoral schools to +1.6 per 100 in small schools. Enrollments per 100 for both 1980 and 1985 were lowest in doctoral schools and highest in small schools.

For all school types grouped together, the largest <u>amount</u> of change in enrollment per 100 was in religion, which decreased by 0.9 per 100 students. Increases in religion

enrollments ranged from 0.2 per 100 in public schools to 1.1 per 100 in medium schools, while decreases ranged from 0.7 per 100 in baccalaureate schools to 17.9 per 100 in small schools. Overall, religion enrollments decreased 10.3 percent. Across different types of schools, the percent change ranged from a 3.8 percent decrease in baccalaureate schools to a 29.1 percent increase in two-year schools. Enrollments per 100 for both 1980 and 1985 were lowest in public schools and highest in small schools. (See the section on "The special case of religion courses" for further discussion of enrollment patterns in religion courses.)

Change in Widely-Offered Humanities Subjects

In four of the most widely-offered humanities subjects -- English and American literature, foreign languages and literatures, history, and philosophy -- "total" enrollments (all school types grouped together) were fairly stable (Table 1). Enrollments per 100 students in English and American literature and history decreased very slightly (2% and 1%, respectively), while those in foreign languages and literatures and philosophy increased (4% and 9%, respectively). These percent changes represent small amounts of change in all four areas: -0.1 per 100 in English and American literature and history, +0.4 per 100 in foreign languages, and +0.5 per 100 in philosophy. Thus, changes in these widely-offered subjects were less than one enrollment per 100 students.

Control. Public school enrollments increased in all four humanities subjects (Table 1). The increase ranged from 1 percent in English and American literature to 11 percent in philosophy. These percent changes represent small amounts of change: +0.1 per 100 in literature to +0.4 per 100 in philosophy. Again, these changes were less than one enrollment per 100 students.

Private school enrollments decreased in English and American literature and history (7% and 6%, respectively) and increased in foreign languages and literatures and philosophy (5% and 6%, respectively). These percent changes represent fairly small amounts of change: decreases of 1.1 per 100 and 1.3 per 100 in English and American literature and history, and increases of 1.0 per 100 and 0.7 per 100 in foreign languages and philosophy. For all subjects, enrollments per 100 were still much higher in private schools than in public schools, despite these decreases.

Table 1.--Enrollment changes from 1980 to 1985 in selected humanities courses, by subject and institutional control

Subject	Total	Control	
		Public	Private
English and American literature			
Enrollment per 100 students - 1980....	8.1	6.7	15.0
Enrollment per 100 students - 1985....	7.9	6.8	14.0
Amount of change.....	-0.1	+0.1	-1.1
Percent change.....	-1.6%	+0.7%	-7.1%
Foreign languages and literatures			
Enrollment per 100 students - 1980....	9.7	7.7	20.5
Enrollment per 100 students - 1985....	10.2	8.0	21.6
Amount of change.....	+0.4	+0.3	+1.0
Percent change.....	+4.2%	+4.4%	+5.1%
History			
Enrollment per 100 students - 1980....	13.2	11.7	20.9
Enrollment per 100 students - 1985....	13.1	11.9	19.6
Amount of change.....	-0.1	+0.2	-1.3
Percent change.....	-0.7%	+8.5%	-6.3%
Philosophy			
Enrollment per 100 students - 1980....	5.2	3.9	12.1
Enrollment per 100 students - 1985....	5.6	4.3	12.8
Amount of change.....	+0.5	+0.4	+0.7
Percent change.....	+8.9%	+10.5%	+5.7%

Reference: Appendix Table A-9

Size. Large schools showed virtually no change in English and American literature and history enrollments, a small increase in foreign languages (4%), and a larger increase (15%) in philosophy (Table 2). The amount of change was small, ranging from zero change in literature to 0.6 per 100 in philosophy. Enrollments in medium schools were virtually unchanged in English and American literature, history, and philosophy, and increased 10 percent in foreign languages and literatures. This 10 percent change represents a fairly small amount of change: +1.0 per 100, or one additional enrollment per 100 students.

In small schools, enrollments decreased in all four humanities subjects, with the decreases ranging from 3 percent in philosophy to 11 percent in history. These percent changes represent changes of -0.3 per 100 in philosophy to -2.7 per 100 in history. Despite these decreases, enrollments per 100 were still higher for small schools than for medium or large schools.

Table 2.--Enrollment changes from 1980 to 1985 in selected humanities courses, by subject and institutional size

Subject	Size		
	Less than 1,000	1,000 - 4,999	5,000 or more
English and American literature			
Enrollment per 100 students - 1980....	15.3	10.3	6.8
Enrollment per 100 students - 1985....	14.0	10.2	6.8
Amount of change.....	-1.3	-0.1	0.0
Percent change.....	-8.6%	-0.7%	0.0
Foreign languages and literatures			
Enrollment per 100 students - 1980....	17.1	10.0	9.2
Enrollment per 100 students - 1985....	15.6	11.1	9.6
Amount of change.....	-1.5	+1.0	+0.4
Percent change.....	-8.8%	+10.0%	+3.9%
History			
Enrollment per 100 students - 1980....	25.6	14.8	11.9
Enrollment per 100 students - 1985....	22.9	14.9	11.9
Amount of change.....	-2.7	+0.1	+0.1
Percent change.....	-10.6%	+0.9%	+0.5%
Philosophy			
Enrollment per 100 students - 1980....	11.1	7.5	4.1
Enrollment per 100 students - 1985....	10.7	7.6	4.8
Amount of change.....	-0.3	+0.1	+0.6
Percent change.....	-2.9%	+0.8%	+14.9%

Reference: Appendix Table A-9

Type. Doctoral school enrollments increased in all four humanities subjects, with the increases ranging from 4 percent in English and American literature to 15 percent in philosophy (Table 3). The 15 percent increase in philosophy represents a change of +1.0 per 100. Enrollments in foreign languages and literatures increased even more (+2.0 per 100), but only showed a 12 percent change. These differences occurred because the base enrollments in philosophy were so much smaller than the base enrollments in foreign languages.

Comprehensive schools showed virtually no change in English and American literature enrollments, small decreases in foreign languages and literatures and history (2% and 4%, respectively), and a small increase in philosophy (6%). These percent changes represent amounts of change of -0.2 per 100 in foreign languages, -0.7 per 100 in history, and +0.4 per 100 in philosophy, all of which are less than one enrollment per 100 students.

Table 3.--Enrollment changes from 1980 to 1985 in selected humanities courses, by subject and institutional type

Subject	Type			
	Doctoral	Comprehensive	Baccalaureate	Two-year
English and American literature				
Enrollment per 100 students - 1980....	10.8	11.5	14.1	3.5
Enrollment per 100 students - 1985....	11.2	11.5	14.2	3.3
Amount of change.....	+0.4	+ 0.03%	+0.1	-0.2
Percent change.....	+3.6%	+ 0.3%	+0.6%	-6.9
Foreign languages and literatures				
Enrollment per 100 students - 1980....	16.9	10.7	16.6	3.8
Enrollment per 100 students - 1985....	18.8	10.5	17.4	4.0
Amount of change.....	+2.0	-0.2	+0.8	+0.2
Percent change.....	+11.6%	-1.7%	+5.0%	+1.1
History				
Enrollment per 100 students - 1980....	14.9	18.0	19.6	8.0
Enrollment per 100 students - 1985....	15.6	17.2	20.1	8.2
Amount of change.....	+0.7	-0.7	+0.5	+0.2
Percent change.....	+4.8%	-4.0%	+2.7%	+2.9
Philosophy				
Enrollment per 100 students - 1980....	6.5	7.6	9.7	2.0
Enrollment per 100 students - 1985....	7.5	8.1	10.2	2.4
Amount of change.....	+1.0	+0.4	+0.5	+0.4
Percent change.....	+15.2%	+5.8%	+5.1%	+18.2

Reference: Appendix Table A-9

Baccalaureate schools showed small enrollment increases in all four subjects, with the increases ranging from 1 percent in English and American literature to 5 percent in foreign languages and literatures and philosophy. The amount of change ranged from +0.1 per 100 in literature to +0.8 per 100 in foreign languages. Again, these changes were less than one enrollment per 100 students.

In two-year schools, enrollments in foreign languages and literatures and history showed small increases (1% and 3%, respectively), while those in English and American literature decreased 7 percent, and those in philosophy increased 18 percent. These percent changes represent small amounts of change: -0.2 per 100 in literature, +0.2 per 100 in foreign languages and history, and +0.4 per 100 in philosophy, which are all less than one enrollment per 100 students. The small amount of change in philosophy represents such a large percent change because the base enrollment was so small (2.0 per 100 in 1980).

Change in Enrollments in Other Humanities Subjects

Enrollments in history/appreciation of the arts increased in all school types, ranging from 1 percent in small schools to 14 percent in medium schools (Appendix Table A-9). The amount of change was small, and ranged from +0.1 per 100 in small schools to +0.9 per 100 in medium schools. Enrollments per 100 for both years were lowest in two-year schools and highest in small schools.

There were no consistent patterns of change among interdisciplinary humanities enrollments, which ranged from a decrease of 12 percent in public schools to an increase of 30 percent in small schools. The amount of change was generally small (0.4 per 100 or less), except for private schools (+1.7 per 100) and small schools (+4.1 per 100).

THE SPECIAL CASE OF RELIGION COURSES

Enrollments per 100 students in religion courses were unusually high for some kinds of institutions (Appendix Table A-4). In small schools, for example, enrollments in religion courses exceeded 50 per 100 students.* Enrollments in religion courses were also quite high in private schools (27 enrollments per 100 students) and fairly high in baccalaureate schools and in medium schools (enrollments of 19 and 13 per 100, respectively). As noted previously, these school types are frequently related to each other.

The HES panel contains many church-affiliated and religiously-oriented schools, reflecting the large number of these schools in the population. These schools are private and tend to be small baccalaureate schools. They often require their students to take many religion courses. Hence, enrollment per 100 in religion courses is much higher in these kinds of schools than in other kinds. In addition, because there are so many of these schools and their enrollment per 100 in religion courses is so high, it boosts the enrollment per 100 for all schools grouped together ("total").

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* Due to the differences in characteristics among small schools, the estimate for enrollment per 100 students in religion courses is less stable for small schools than for other kinds of schools. As can be seen in Appendix Table A-13, the confidence interval for this estimate is quite wide.

SUMMARY

Humanities courses were offered at the great majority of American colleges and universities in fall 1985. Courses frequently offered were composition/writing (91%), history (86%), English and American literature (86%), foreign languages and literatures (81%), philosophy (79%), history/appreciation of the arts (77%), and remedial/developmental composition (71%). The likelihood of offering the courses differed by institutional characteristics. Large schools were more likely than small schools to offer all subjects except religion, while small schools, private schools, and baccalaureate schools most frequently offered religion courses. In general, two-year schools were the least likely to offer any of the courses, except remedial/developmental composition, which they offered slightly more frequently than any of the other types of schools.

There were approximately 7 million enrollments in fall 1985 in the humanities courses surveyed by HES. Enrollments were concentrated most heavily in composition/writing, history, foreign languages and literatures, and English and American literature. These four subjects account for two-thirds of the enrollments in the humanities courses surveyed.

Composition/writing had about 15 enrollments per 100 students, and remedial/developmental writing had about 5 enrollments per 100 students at almost all institutional types in fall 1985. Other course enrollments per 100 students were: history, 13 per 100; foreign languages and literatures, 10 per 100; and English and American literature, 8 per 100. In general, for both 1980 and 1985, enrollments per 100 students were highest in baccalaureate colleges, private schools, and small schools, and lowest in two-year colleges.

In general, humanities enrollments per 100 students were fairly stable from 1980 to 1985. There were small declines in a few areas, which were offset by increases in other areas. Enrollment changes varied by the kind of institution, with private institutions and small institutions more likely to show declines. However, the enrollments per 100 students at these two kinds of institutions were still higher than at other kinds of schools.

APPENDIX A

Detailed Tables

Table A-1.--Humanities course offerings and enrollments at colleges and universities in fall 1980 and fall 1985, by subject and level

Subject and level	Fall 1980				Fall 1985			
	Number of schools offering courses[1]	Percent of schools offering courses	Number of enrollments in courses[2]	Enrollment per 100 students[3]	Number of schools offering courses[1]	Percent of schools offering courses	Number of enrollments in courses[2]	Enrollment per 100 students[3]
English composition								
Remedial/development	1,640	58.6	367,000	5.2	2,050	70.8	484,000	5.8
Composition/writing	2,310	79.7	1,336,000	15.3	2,630	90.9	1,512,000	15.4
English and American literature								
Lower division	2,000	75.9	463,000	5.7	2,200	83.7	497,000	5.5
Upper division	1,050	78.5	178,000	4.1	1,160	86.4	201,000	4.2
Overall[4]	2,220	76.7	705,000	8.1	2,480	85.7	783,000	7.9
Foreign languages and literatures								
Lower division	1,960	74.4	613,000	7.5	2,110	80.1	707,000	7.8
Upper division	1,100	82.1	128,000	3.0	1,170	86.9	146,000	3.1
Overall	2,160	74.5	853,000	9.7	2,360	81.4	981,000	10.2
History								
Lower division	1,990	75.5	856,000	10.3	2,180	82.8	938,000	10.3
Upper division	1,080	80.1	213,000	4.8	1,200	89.1	234,000	4.8
Overall	2,230	77.1	1,172,000	13.2	2,500	86.3	1,306,000	13.1
Philosophy								
Lower division	1,700	64.6	315,000	4.0	1,940	73.7	381,000	4.4
Upper division	980	72.9	74,000	1.7	1,080	80.3	82,000	1.8
Overall	1,970	68.0	442,000	5.2	2,300	79.3	538,000	5.6
Religion								
Lower division	1,330	50.7	280,000	6.3	1,420	54.1	275,000	5.8
Upper division	900	66.8	113,000	4.2	960	71.7	93,000	3.2
Overall	1,500	51.8	439,000	9.0	1,630	56.4	429,000	8.0
History/appreciation of the arts								
Lower division	1,740	66.1	363,000	4.7	1,900	72.4	427,000	5.1
Upper division	820	61.1	93,000	2.4	910	68.0	100,000	2.4
Overall	1,950	67.5	507,000	6.1	2,110	76.6	594,000	6.5
Interdisciplinary humanities								
Lower division	1,030	39.1	179,000	3.6	1,150	43.8	197,000	3.5
Upper division	460	34.4	41,000	1.8	550	40.7	49,000	1.8
Overall	1,200	41.5	238,000	4.4	1,390	48.1	277,000	4.4

[1]Represents the number of institutions that offer courses in the particular subject and that could provide enrollment figures broken out as requested for the subject.

[2]Includes duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses.

[3]Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject.

[4]Includes upper division plus lower division, plus schools that did not break out upper and lower division enrollments.

NOTE.--The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

Table A-1.--Percent of colleges and universities that offered courses in selected humanities subjects in fall 1985, by subject and institutional characteristics

Subject	Total	Control		Size			Type*			
		Public	Private	Less than 1,000	1,000 - 4,999	5,000 or more	Doctoral	Comprehensive	Baccalaureate	Two-year
Remedial/developmental composition	70.8	85.3	56.6	55.0	79.7	82.5	61.0	72.5	64.4	78.5
Composition/writing	90.9	95.2	86.8	85.1	95.0	95.8	94.7	95.7	97.7	89.0
English and American literature	85.7	91.7	79.8	71.1	94.0	97.4	97.3	97.5	100.0	79.5
Foreign languages and literatures	81.4	82.6	80.3	72.1	82.4	98.5	100.0	93.5	95.6	67.7
History	86.3	91.7	81.0	71.9	94.1	98.5	100.0	99.4	100.0	77.2
Philosophy	79.3	79.2	79.4	68.8	81.1	96.8	100.0	95.3	89.5	65.4
Religion	56.4	35.0	77.3	64.4	53.7	49.4	67.9	61.5	85.4	34.0
History/appreciation of the arts	76.6	81.7	71.6	58.0	87.6	89.6	94.9	82.7	92.7	71.0
Interdisciplinary humanities	48.1	48.3	48.0	34.5	54.7	60.2	67.9	64.6	55.8	42.8

*Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

NOTE.--Percents are the number of institutions that offer courses in the particular subject and that could provide enrollment figures broken out as requested for the subject.

The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

Table A-1.--Enrollments in humanities courses at colleges and universities that offered the courses in fall 1980, by subject and institutional characteristics

Subject	Total	Control		Size			Type[1]			
		Public	Private	Less than 1,000	1,000 - 4,999	5,000 or more	Doctoral	Comprehensive	Baccalaureate	Two-year
Remedial/developmental composition										
Number of schools offering[2]	1,640	1,040	600	390	830	420	90	240	370	880
Number of enrollments[3]	367,000	314,000	53,000	20,000	109,000	237,000	48,000	67,000	31,000	216,000
Enrollment per 100 students[4]	5.2	5.0	6.4	9.7	5.6	4.8	3.7	4.6	5.7	5.8
Composition/writing										
Number of schools offering	2,310	1,230	1,080	760	1,040	500	140	350	640	1,030
Number of enrollments	1,336,000	1,097,000	239,000	90,000	403,000	843,000	261,000	295,000	147,000	615,000
Enrollment per 100 students	15.3	15.0	17.2	24.0	16.6	14.3	14.5	15.2	17.8	15.2
English and American literature										
Number of schools offering	2,220	1,180	1,040	670	1,040	510	140	340	630	930
Number of enrollments	705,000	494,000	212,000	53,000	248,000	404,000	204,000	235,000	131,000	136,000
Enrollment per 100 students	8.1	6.7	15.0	15.3	10.3	6.8	10.8	11.5	14.1	3.5
Foreign languages and literatures										
Number of schools offering	2,160	1,080	1,080	710	930	520	150	380	640	810
Number of enrollments	853,000	565,000	288,000	58,000	226,000	566,000	341,000	314,000	140,000	143,000
Enrollment per 100 students	9.7	7.7	20.5	17.1	10.0	9.2	16.9	10.7	14.6	3.8
History										
Number of schools offering	2,230	1,170	1,060	680	1,040	510	150	360	650	930
Number of enrollments	1,172,000	871,000	301,000	88,000	358,000	722,000	301,000	362,000	165,000	310,000
Enrollment per 100 students	13.2	11.7	20.9	25.6	14.8	11.9	14.9	18.0	19.6	8.0
Philosophy										
Number of schools offering	1,970	990	980	570	890	510	150	350	590	720
Number of enrollments	442,000	280,000	162,000	28,000	160,000	254,000	132,000	149,000	78,000	74,000
Enrollment per 100 students	5.2	3.9	12.1	11.1	7.5	4.1	6.5	7.6	9.7	2.0
Religion										
Number of schools offering	1,500	490	1,010	630	600	270	100	250	560	430
Number of enrollments	439,000	55,000	384,000	218,000	161,000	59,000	41,000	91,000	129,000	28,000
Enrollment per 100 students	9.0	1.5	31.8	74.6	12.8	1.8	3.2	7.2	19.3	1.7
History/appreciation of the arts										
Number of schools offering	1,950	1,050	900	500	970	480	140	330	610	840
Number of enrollments	507,000	363,000	144,000	37,000	149,000	321,000	151,000	143,000	96,000	110,000
Enrollment per 100 students	6.1	5.2	10.8	14.2	6.6	5.6	8.0	8.0	11.8	3.0
Interdisciplinary humanities										
Number of schools offering	1,200	610	590	320	580	290	100	220	400	470
Number of enrollments	238,000	170,000	69,000	20,000	77,000	141,000	58,000	43,000	51,000	83,000
Enrollment per 100 students	4.4	3.8	7.7	13.6	5.6	3.7	4.2	4.0	9.1	3.6

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Represents the number of institutions that offer courses in the particular subject and that could provide enrollment figures broken out as requested for the subject.

[3]Includes duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses.

[4]Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject.

NOTE.--The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

Table A-4.--Enrollments in humanities courses at colleges and universities that offered the courses in fall 1985, by subject and institutional characteristics

Subject	Total	Control		Size			Type[1]			
		Public	Private	Less than 1,000	1,000 - 4,999	5,000 or more	Doctoral	Comprehensive	Baccalaureate	Two-year
Remedial/developmental composition										
Number of schools offering[2]	2,050	1,230	830	580	980	490	100	300	450	1,040
Number of enrollments[3]	484,000	418,000	67,000	31,000	141,000	312,000	53,000	86,000	44,000	296,000
Enrollment per 100 students[4]	5.8	5.6	6.9	11.3	6.4	5.3	3.5	4.8	6.9	6.8
Composition/writing										
Number of schools offering	2,630	1,360	1,270	900	1,160	570	160	400	690	1,180
Number of enrollments	1,512,000	1,244,000	267,000	95,000	443,000	973,000	299,000	311,000	144,000	738,000
Enrollment per 100 students	15.4	15.2	16.9	22.8	17.1	14.4	14.4	14.5	16.7	16.1
English and American literature										
Number of schools offering	2,480	1,310	1,170	750	1,150	580	160	410	700	1,060
Number of enrollments	785,000	561,000	221,000	52,000	284,000	465,000	241,000	232,000	128,000	184,000
Enrollment per 100 students	7.9	6.8	14.0	14.0	10.2	6.8	11.2	11.5	14.2	3.3
Foreign languages and literatures										
Number of schools offering	2,360	1,180	1,180	760	1,010	590	170	390	670	980
Number of enrollments	981,000	655,000	326,000	53,000	257,000	669,000	413,000	232,000	151,000	172,000
Enrollment per 100 students	10.2	8.0	21.6	15.6	11.1	9.6	18.8	10.5	17.4	4.0
History										
Number of schools offering	2,500	1,310	1,190	760	1,150	590	170	410	700	1,030
Number of enrollments	1,306,000	991,000	316,000	85,000	387,000	831,000	344,000	387,000	181,000	370,000
Enrollment per 100 students	13.1	11.9	19.6	22.9	14.9	11.9	15.6	17.2	20.1	8.2
Philosophy										
Number of schools offering	2,300	1,130	1,170	730	980	580	170	400	630	870
Number of enrollments	538,000	346,000	193,000	55,000	176,000	338,000	165,000	176,000	85,000	101,000
Enrollment per 100 students	5.6	4.3	12.8	10.7	7.6	4.8	7.5	8.1	10.2	2.4
Religion										
Number of schools offering	1,630	500	1,130	680	660	290	110	260	600	450
Number of enrollments	429,000	66,000	364,000	165,000	180,000	83,000	62,000	98,000	132,000	42,000
Enrollment per 100 students	8.0	1.6	26.7	36.7	13.9	2.2	4.2	7.7	18.6	1.3
History/appreciation of the arts										
Number of schools offering	2,220	1,170	1,050	610	1,070	530	160	340	650	940
Number of enrollments	594,000	425,000	169,000	44,000	181,000	369,000	189,000	184,000	106,000	132,000
Enrollment per 100 students	6.5	5.6	11.4	14.3	7.6	5.8	8.3	8.4	12.3	3.2
Interdisciplinary humanities										
Number of schools offering	1,390	690	700	360	670	360	110	270	390	570
Number of enrollments	277,000	176,000	101,000	27,000	93,000	157,000	65,000	62,000	50,000	92,000
Enrollment per 100 students	4.4	3.3	9.5	17.6	6.0	3.4	4.3	4.4	9.1	3.3

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Represents the number of institutions that offer courses in the particular subject and that could provide enrollment figures broken out as requested for the subject.

[3]Includes duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses.

[4]Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject.

NOTE.--The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

Table A-3.--Enrollments in lower division humanities courses at colleges and universities that offered the courses in fall 1980, by subject and institutional characteristics

Subject	Total	Control		Size			Type[1]			
		Public	Private	Less than 1,000	1,000 - 4,999	5,000 or more	Doctoral	Comprehensive	Baccalaureate	Two-year
English and American literature										
Number of schools offering[2]	2,000	1,120	880	570	950	480	130	310	510	930
Number of enrollments[3]	463,000	355,000	108,000	35,000	158,000	268,000	112,000	136,000	67,000	136,000
Enrollment per 100 students[4]	5.7	5.0	9.6	11.8	7.4	4.7	6.4	7.8	9.7	3.5
Foreign languages and literatures										
Number of schools offering	1,960	1,040	920	620	850	490	130	320	510	810
Number of enrollments	613,000	458,000	156,000	30,000	149,000	432,000	244,000	144,000	74,000	143,000
Enrollment per 100 students	7.5	6.5	14.4	10.5	7.3	7.4	13.1	8.1	10.8	3.8
History										
Number of schools offering	1,990	1,130	860	540	950	490	140	330	520	930
Number of enrollments	856,000	696,000	160,000	60,000	249,000	544,000	182,000	252,000	101,000	309,000
Enrollment per 100 students	10.3	9.7	14.2	21.6	11.3	9.4	9.8	13.9	14.7	8.0
Philosophy										
Number of schools offering	1,700	930	770	450	770	480	140	310	440	710
Number of enrollments	315,000	224,000	91,000	16,000	103,000	195,000	96,000	98,000	43,000	74,000
Enrollment per 100 students	4.0	3.3	8.9	8.3	5.6	3.4	5.2	5.7	7.5	2.0
Religion										
Number of schools offering	1,330	470	870	360	520	250	80	220	440	620
Number of enrollments	280,000	39,000	240,000	142,000	96,000	41,000	27,000	49,000	80,000	27,000
Enrollment per 100 students	6.3	1.1	25.3	57.1	9.1	1.3	2.4	4.2	16.2	1.7
History/appreciation of the arts										
Number of schools offering	1,740	1,030	710	410	870	460	130	280	470	860
Number of enrollments	363,000	281,000	83,000	23,000	111,000	230,000	92,000	97,000	60,000	110,000
Enrollment per 100 students	4.7	4.2	8.2	11.1	5.4	4.2	5.3	6.2	9.2	3.0
Interdisciplinary Humanities										
Number of schools offering	1,030	580	450	250	500	280	80	180	290	480
Number of enrollments	179,000	141,000	38,000	11,000	54,000	113,000	38,000	28,000	28,000	83,000
Enrollment per 100 students	3.6	3.3	6.0	10.7	4.6	3.1	3.1	2.9	6.8	3.6

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Represents the number of institutions that offer courses in the particular subject and that could provide enrollment figures broken out as requested for the subject.

[3]Includes duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses.

[4]Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject.

NOTE.--The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

Table A-6.--Enrollments in lower division humanities courses at colleges and universities that offered the courses in fall 1985, by subject and institutional characteristics

Subject	Total	Control		Size			Type[1]			
		Public	Private	Less than 1,000	1,000 - 4,999	5,000 or more	Doctoral	Comprehensive	Baccalaureate	Two-year
English and American literature										
Number of schools offering[2]	2,200	1,230	980	640	1,010	550	140	350	540	1,060
Number of enrollments[3]	497,000	389,000	108,000	32,000	167,000	297,000	126,000	151,000	66,000	145,000
Enrollment per 100 students[4]	5.5	4.9	8.8	10.3	7.4	4.5	6.5	7.9	9.4	3.2
Foreign languages and literatures										
Number of schools offering	2,110	1,130	980	640	920	550	140	350	540	900
Number of enrollments	707,000	533,000	174,000	29,000	167,000	508,000	289,000	161,000	81,000	172,000
Enrollment per 100 students	7.8	6.8	15.0	10.2	8.0	7.7	14.5	8.2	11.5	4.0
History										
Number of schools offering	2,180	1,250	930	590	1,030	560	140	360	560	1,030
Number of enrollments	958,000	788,000	170,000	64,000	269,000	624,000	204,000	264,000	112,000	369,000
Enrollment per 100 students	10.3	9.8	13.8	20.8	11.6	9.4	10.3	13.1	15.3	8.3
Philosophy										
Number of schools offering	1,940	1,060	880	550	850	540	140	330	480	850
Number of enrollments	381,000	277,000	104,000	20,000	115,000	246,000	111,000	116,000	49,000	100,000
Enrollment per 100 students	4.4	3.6	9.5	8.3	5.8	3.8	5.6	6.1	7.7	2.4
Religion										
Number of schools offering	1,420	470	960	590	560	270	90	230	490	440
Number of enrollments	275,000	49,000	226,000	114,000	110,000	51,000	33,000	55,000	80,000	40,000
Enrollment per 100 students	5.8	1.3	21.9	44.4	10.2	1.5	2.7	4.9	15.0	2.2
History/appreciation of the arts										
Number of schools offering	1,900	1,120	780	450	950	500	140	290	520	940
Number of enrollments	427,000	333,000	94,000	28,000	125,000	274,000	109,000	115,000	66,000	132,000
Enrollment per 100 students	5.1	4.5	8.7	11.9	5.9	4.5	6.0	6.7	9.4	3.2
Interdisciplinary humanities										
Number of schools offering	1,150	640	510	260	560	330	100	220	270	560
Number of enrollments	197,000	140,000	57,000	19,000	62,000	116,000	36,000	40,000	30,000	92,000
Enrollment per 100 students	3.5	2.8	7.6	20.0	4.7	2.7	2.7	3.3	7.5	3.3

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Represents the number of institutions that offer courses in the particular subject and that could provide enrollment figures broken out as requested for the subject.

[3]Includes duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses.

[4]Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject.

NOTE.--The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

Table A-7.--Enrollments in upper division humanities courses at colleges and universities that offered the courses in fall 1980, by subject and institutional characteristics

Subject	Total	Control		Size			Type[1]		
		Public	Private	Less than 1,000	1,000 - 4,999	5,000 or more	Doctoral	Comprehensive	Baccalaureate
English and American literature									
Number of schools offering[2]	1,050	400	660	300	500	250	130	330	510
Number of enrollments[3]	178,000	124,000	54,000	11,000	47,000	119,000	81,000	68,000	28,000
Enrollment per 100 students[4]	4.1	3.7	5.2	6.4	4.0	4.0	4.5	3.6	4.0
Foreign languages and literatures									
Number of schools offering	1,100	380	730	390	450	250	140	320	450
Number of enrollments	128,000	80,000	48,000	12,000	28,000	88,000	65,000	40,000	19,000
Enrollment per 100 students	3.0	2.4	4.8	6.4	2.6	2.9	3.5	2.3	3.1
History									
Number of schools offering	1,080	390	680	320	490	260	140	330	490
Number of enrollments	213,000	144,000	69,000	18,000	49,000	145,000	97,000	79,000	28,000
Enrollment per 100 students	4.8	4.2	6.6	9.0	4.2	4.7	5.2	4.3	4.3
Philosophy									
Number of schools offering	980	350	630	280	460	240	140	310	400
Number of enrollments	74,000	41,000	33,000	7,000	27,000	40,000	25,000	33,000	12,000
Enrollment per 100 students	1.7	1.3	3.4	5.5	2.4	1.3	1.3	1.9	2.1
Religion									
Number of schools offering	900	180	720	410	350	140	80	190	410
Number of enrollments	113,000	13,000	99,000	69,000	29,000	15,000	11,000	19,000	29,000
Enrollment per 100 students	4.2	0.7	11.2	34.1	4.0	0.8	1.0	1.9	6.0
History/appreciation of the arts									
Number of schools offering	820	320	510	210	370	230	130	280	350
Number of enrollments	93,000	69,000	25,000	5,000	19,000	69,000	46,000	33,000	13,000
Enrollment per 100 students	2.4	2.3	2.9	4.2	2.1	2.5	2.6	2.2	2.6
Interdisciplinary humanities									
Number of schools offering	460	190	280	90	240	130	80	140	230
Number of enrollments	41,000	23,000	19,000	6,000	15,000	21,000	15,000	12,000	14,000
Enrollment per 100 students	1.8	1.3	3.5	13.5	2.5	1.3	1.3	1.7	3.9

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Represents the number of institutions that offer courses in the particular subject and that could provide enrollment figures broken out as requested for the subject.

[3]Includes duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses.

[4]Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject.

NOTE.--The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

Table A-8.--Enrollments in upper division humanities courses at colleges and universities that offered the courses in fall 1985, by subject and institutional characteristics

Subject	Total	Control		Size			Type[1]		
		Public	Private	Less than 1,000	1,000 - 4,999	5,000 or more	Doctoral	Comprehensive	Baccalaureate
English and American literature									
Number of schools offering[2]	1,160	450	710	320	570	280	150	370	560
Number of enrollments[3]	301,000	141,000	60,000	13,000	51,000	136,000	91,000	74,000	31,000
Enrollment per 100 students[4]	4.2	3.8	5.4	7.2	4.2	4.1	4.6	3.6	4.4
Foreign languages and literatures									
Number of schools offering	1,170	410	750	390	490	280	150	350	660
Number of enrollments	146,000	93,000	53,000	8,000	32,000	105,000	81,000	42,000	20,000
Enrollment per 100 students	3.1	2.5	5.1	4.9	2.9	3.1	4.1	2.1	3.2
History									
Number of schools offering	1,200	440	750	360	560	280	150	370	580
Number of enrollments	234,000	166,000	68,000	13,000	57,000	163,000	109,000	88,000	32,000
Enrollment per 100 students	4.8	4.4	6.1	6.3	4.6	4.8	5.5	4.3	4.5
Philosophy									
Number of schools offering	1,080	390	690	340	480	270	150	340	420
Number of enrollments	82,000	49,000	34,000	8,000	27,000	47,000	29,000	35,000	14,000
Enrollment per 100 students	1.8	1.4	3.3	5.0	2.6	1.4	1.5	1.8	2.5
Religion									
Number of schools offering	960	180	780	430	380	150	100	200	450
Number of enrollments	93,000	14,000	79,000	45,000	33,000	15,000	11,000	20,000	31,000
Enrollment per 100 students	3.2	0.7	8.2	24.4	4.8	0.8	0.9	1.9	6.2
History/appreciation of the arts									
Number of schools offering	910	350	560	260	400	250	140	290	380
Number of enrollments	100,000	72,000	28,000	6,000	20,000	73,000	46,000	38,000	13,000
Enrollment per 100 students	2.4	2.2	3.1	4.3	2.2	2.4	2.5	2.2	2.7
Interdisciplinary humanities									
Number of schools offering	550	210	340	120	270	160	90	180	230
Number of enrollments	49,000	28,000	21,000	5,000	15,000	28,000	18,000	20,000	11,000
Enrollment per 100 students	1.8	1.4	3.2	8.7	2.5	1.4	1.3	2.0	3.1

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Represents the number of institutions that offer courses in the particular subject and that could provide enrollment figures broken out as requested for the subject.

[3]Includes duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses.

[4]Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject.

NOTE.--The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

Table A-9.--Enrollment changes from 1980 to 1985 in humanities courses at colleges and universities that offered the courses, by subject and institutional characteristics

Subject	Total	Control		Size			Type[1]			
		Public	Private	Less than 1,000	1,000 - 4,999	5,000 or more	Doctoral	Comprehensive	Baccalaureate	Two-year
Remedial/developmental composition										
Enrollment per 100 students - 1980[2]...	5.2	5.0	6.4	9.7	5.6	4.8	3.7	4.6	5.7	5.8
Enrollment per 100 students - 1985[2]...	5.8	5.6	6.9	11.3	6.4	5.3	3.9	4.8	6.9	6.8
Amount of change[3].....	+0.6	+0.6	+0.6	+1.6	+0.8	+0.5	+0.3	+0.2	+1.2	+1.0
Percent change[4].....	+13.2%	+12.0%	+8.6%	+16.3%	+13.0%	+10.6%	+8.0%	+4.3%	+20.8%	+18.0%
Composition/writing										
Enrollment per 100 students - 1980....	15.3	15.0	17.2	24.0	16.6	14.3	14.3	15.2	17.8	15.2
Enrollment per 100 students - 1985....	15.4	15.2	16.8	22.8	17.1	14.4	14.4	14.5	16.7	16.1
Amount of change.....	+0.1	+0.2	-0.4	-1.1	+0.5	+0.1	+0.04	-0.7	-1.1	+0.9
Percent change.....	+0.7%	+1.4%	-2.3%	-4.8%	+2.9%	+0.8%	+0.3%	-4.7%	-6.2%	+5.8%
English and American literature										
Enrollment per 100 students - 1980....	8.1	6.7	15.0	15.3	10.3	6.8	10.8	11.3	16.1	3.5
Enrollment per 100 students - 1985....	7.9	6.8	14.0	14.8	10.3	6.8	11.2	11.5	14.2	3.3
Amount of change.....	-0.1	+0.1	-1.1	-1.3	-0.1	0.0	+0.4	+ 0.03%	+0.1	-0.2
Percent change.....	-1.6%	+0.7%	-7.1%	-8.6%	-0.7%	0.0	+3.6%	+ 0.3%	+0.8%	-4.9%
Foreign languages and literatures										
Enrollment per 100 students - 1980....	9.7	7.7	20.5	17.1	10.0	9.1	16.9	10.7	10.6	3.8
Enrollment per 100 students - 1985....	10.1	8.0	21.6	15.6	11.1	9.6	18.0	10.9	17.4	4.0
Amount of change.....	+0.4	+0.3	+1.0	-1.5	+1.0	+0.4	+1.0	-0.2	+0.8	+0.2
Percent change.....	+4.2%	+4.4%	+5.1%	-8.8%	+10.0%	+4.9%	+11.6%	-1.7%	+8.0%	+1.1%
History										
Enrollment per 100 students - 1980....	13.2	11.7	20.9	23.6	14.8	11.9	14.9	18.0	19.6	8.0
Enrollment per 100 students - 1985....	13.1	11.9	19.6	22.9	14.9	11.9	15.6	17.2	20.1	8.1
Amount of change.....	-0.1	+0.2	-1.3	-1.7	+0.1	+0.1	+0.7	-0.7	+0.5	+0.1
Percent change.....	-0.7%	+0.5%	-6.3%	-10.0%	+0.9%	+0.5%	+4.8%	-4.0%	+2.7%	+1.9%
Philosophy										
Enrollment per 100 students - 1980....	3.1	3.9	13.1	11.1	7.3	4.1	6.3	7.6	9.7	2.0
Enrollment per 100 students - 1985....	3.6	4.3	12.8	10.7	7.6	4.8	7.3	8.1	10.2	1.4
Amount of change.....	+0.5	+0.4	+0.7	-0.3	+0.1	+0.6	+1.0	+0.4	+0.5	+0.4
Percent change.....	+8.9%	+10.3%	+5.7%	-2.9%	+0.8%	+14.9%	+15.1%	+5.0%	+5.1%	+18.1%
Religion										
Enrollment per 100 students - 1980....	9.0	1.5	31.8	74.6	12.8	1.9	3.1	7.1	19.3	1.7
Enrollment per 100 students - 1985....	8.0	1.6	26.7	56.7	13.9	2.1	4.1	7.7	18.6	1.3
Amount of change.....	-0.9	+0.1	-5.1	-17.9	+1.1	+0.3	+1.0	+0.3	-0.7	+0.3
Percent change.....	-10.3%	+11.3%	-16.1%	-24.0%	+8.3%	+16.0%	+31.0%	+4.3%	-3.8%	+29.1%
History/appreciation of the arts										
Enrollment per 100 students - 1980....	6.1	5.1	10.8	14.2	6.6	5.8	8.0	8.0	11.8	3.9
Enrollment per 100 students - 1985....	6.5	5.4	11.4	14.3	7.6	5.8	8.3	8.4	12.3	3.3
Amount of change.....	+0.4	+0.3	+0.6	+0.1	+0.9	+0.2	+0.4	+0.3	+0.5	+0.2
Percent change.....	+6.3%	+6.3%	+5.3%	+0.7%	+14.0%	+3.0%	+4.4%	+4.3%	+4.4%	+7.0%
Interdisciplinary humanities										
Enrollment per 100 students - 1980....	4.4	3.8	7.7	13.6	5.6	3.7	4.2	4.0	9.1	3.6
Enrollment per 100 students - 1985....	4.4	3.3	9.5	17.6	6.0	3.4	4.3	4.4	9.1	3.3
Amount of change.....	-0.1	-0.4	+1.7	+4.1	+0.4	-0.3	+0.1	+0.4	-0.1	-0.3
Percent change.....	-1.3%	-11.0%	+21.5%	+29.9%	+7.9%	-7.0%	+1.1%	+10.0%	-1.0%	-8.1%

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject. Subject enrollments include duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses.

[3]Enrollment per 100 students in 1985 minus the enrollment per 100 students in 1980.

[4]Amount of change divided by the enrollment per 100 students in 1980.

NOTE.--The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values. Amount of change and percent change were computed from unrounded data and then rounded to the nearest tenth.

Table A-10.--Enrollment changes from 1980 to 1985 in lower division humanities courses at colleges and universities that offered the courses, by subject and institutional characteristics

Subject	Total	Control		Size			Type[1]			
		Public	Private	Less than 1,000	1,000 - 4,999	5,000 or more	Doctoral	Comprehensive	Baccalaureate	Two-year
English and American literature										
Enrollment per 100 students - 1980[2]...	5.7	5.0	9.6	11.8	7.4	4.7	6.4	7.8	9.7	3.5
Enrollment per 100 students - 1985[2]...	5.5	4.9	8.8	10.3	7.4	4.5	6.5	7.9	9.4	3.2
Amount of change[3].....	-0.2	-0.1	-0.8	-1.5	+0.04	-0.2	+0.1	+0.1	-0.2	-0.2
Percent change[4].....	-3.7%	-2.2%	-7.9%	-12.7%	+0.5%	-3.4%	+2.2%	+0.6%	-2.4%	-6.9%
Foreign languages and literatures										
Enrollment per 100 students - 1980....	7.5	6.5	14.4	10.5	7.3	7.4	13.1	8.1	10.8	3.8
Enrollment per 100 students - 1985....	7.8	6.8	15.0	10.2	8.0	7.7	14.5	8.2	11.5	4.0
Amount of change.....	+0.3	+0.3	+0.7	-0.3	+0.7	+0.3	+1.4	+0.03	+0.7	+0.2
Percent change.....	+4.3%	+4.8%	+4.7%	-2.9%	+9.0%	+3.5%	+10.7%	+0.4%	+6.5%	+5.0%
History										
Enrollment per 100 students - 1980....	10.3	9.7	14.2	21.6	11.3	9.4	9.8	13.9	14.7	8.8
Enrollment per 100 students - 1985....	10.3	9.8	13.8	20.8	11.6	9.4	10.3	13.1	15.3	8.2
Amount of change.....	+0.01	+0.1	-0.4	-0.8	+0.3	-0.01	+0.5	-0.9	+0.6	+0.3
Percent change.....	+0.1%	+0.9%	-2.8%	-3.9%	+2.9%	-0.1%	+5.3%	-6.2%	+3.9%	+2.9%
Philosophy										
Enrollment per 100 students - 1980....	4.0	3.3	8.9	8.3	5.6	3.4	5.2	5.7	7.5	2.0
Enrollment per 100 students - 1985....	4.4	3.6	9.5	8.3	5.8	3.8	5.6	6.1	7.7	2.4
Amount of change.....	+0.3	+0.3	+0.6	-0.1	+0.2	+0.4	+0.5	+0.5	+0.2	+0.4
Percent change.....	+8.5%	+10.4%	+6.8%	-0.7%	+3.8%	+11.8%	+8.7%	+7.9%	+2.4%	+18.8%
Religion										
Enrollment per 100 students - 1980....	6.3	1.1	25.3	57.1	9.1	1.3	2.4	4.2	16.2	1.7
Enrollment per 100 students - 1985....	5.8	1.3	21.9	44.4	10.2	1.5	2.7	4.9	15.0	2.2
Amount of change.....	-0.5	+0.2	-3.4	-12.6	+1.1	+0.2	+0.3	+0.6	-1.2	+0.5
Percent change.....	-8.3%	+17.1%	-13.5%	-22.1%	+12.3%	+13.0%	+13.0%	+14.7%	-7.5%	+32.5%
History/appreciation of the arts										
Enrollment per 100 students - 1980....	4.7	4.2	8.2	11.1	5.4	4.2	5.3	6.2	9.3	3.0
Enrollment per 100 students - 1985....	5.1	4.5	8.7	11.9	5.9	4.5	6.0	6.7	9.4	3.3
Amount of change.....	+0.3	+0.3	+0.5	+0.9	+0.4	+0.3	+0.7	+0.5	+0.2	+0.3
Percent change.....	+7.2%	+7.9%	+5.9%	+8.0%	+7.9%	+6.9%	+12.9%	+7.4%	+2.3%	+7.1%
Interdisciplinary humanities										
Enrollment per 100 students - 1980....	3.6	3.3	6.0	10.7	4.6	3.1	3.1	2.9	6.8	3.6
Enrollment per 100 students - 1985....	3.5	2.8	7.6	20.0	4.7	2.7	2.7	3.3	7.5	3.3
Amount of change.....	-0.2	-0.5	+1.6	+9.3	+0.2	-0.4	-0.4	+0.5	+0.6	-0.3
Percent change.....	-5.0%	-13.8%	+26.5%	+87.1%	+3.7%	-13.7%	-13.0%	+15.5%	+9.1%	-8.1%

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject. Subject enrollments include duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses.

[3]Enrollment per 100 students in 1985 minus the enrollment per 100 students in 1980.

[4]Amount of change divided by the enrollment per 100 students in 1980.

NOTE.--The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values. Amount of change and percent change were computed from unrounded data and then rounded to the nearest tenth.

Table A-11.--Enrollment changes from 1980 to 1985 in upper division humanities courses at colleges and universities that offered the courses, by subject and institutional characteristics

Subject	Total	Control		Size			Type[1]		
		Public	Private	Less than 1,000	1,000 - 4,999	5,000 or more	Doctoral	Comprehensive	Baccalaureate
English and American literature									
Enrollment per 100 students - 1980[2]...	4.1	3.7	5.2	6.4	4.0	4.0	4.3	3.6	4.0
Enrollment per 100 students - 1985[2]...	4.2	3.8	5.4	7.2	4.2	4.1	4.6	3.6	4.4
Amount of change[3].....	+0.1	+0.1	+0.2	+0.9	+0.2	+0.1	+0.1	+0.1	+0.4
Percent change[4].....	+2.9%	+3.0%	+3.8%	+13.5%	+4.5%	+1.5%	+2.6%	+1.4%	+9.6%
Foreign languages and literatures									
Enrollment per 100 students - 1980....	3.0	2.4	4.8	6.4	2.6	2.9	3.5	2.3	3.1
Enrollment per 100 students - 1985....	3.1	2.5	5.1	4.9	2.9	3.1	4.1	2.1	3.2
Amount of change.....	+0.2	+0.1	+0.4	-1.5	+0.4	+0.2	+0.6	-0.2	+0.1
Percent change.....	+5.1%	+5.4%	+7.3%	-23.5%	+15.7%	+5.9%	+17.9%	-8.0%	+3.5%
History									
Enrollment per 100 students - 1980....	4.8	4.2	6.6	9.0	4.2	4.7	5.2	4.3	4.3
Enrollment per 100 students - 1985....	4.8	4.4	6.1	6.3	4.6	4.8	5.5	4.3	4.3
Amount of change.....	+0.01	+0.2	-0.5	-2.7	+0.5	+0.04	+0.3	+0.01	+0.1
Percent change.....	+0.4%	+4.7%	-7.6%	-30.2%	+11.0%	+0.8%	+5.2%	+0.2%	+4.4%
Philosophy									
Enrollment per 100 students - 1980....	1.7	1.3	3.4	3.5	2.4	1.3	1.3	1.9	1.1
Enrollment per 100 students - 1985....	1.8	1.4	3.3	3.0	2.6	1.4	1.5	1.8	1.5
Amount of change.....	+0.1	+0.1	-0.1	-0.4	+0.2	+0.1	+0.1	-0.1	+0.3
Percent change.....	+3.4%	+10.4%	-3.5%	-8.1%	+6.2%	+6.0%	+9.0%	-4.7%	+23.8%
Religion									
Enrollment per 100 students - 1980....	4.2	0.7	11.2	34.1	4.0	0.8	1.0	1.9	6.0
Enrollment per 100 students - 1985....	3.2	0.7	8.2	24.4	4.8	0.8	0.9	1.9	6.2
Amount of change.....	-1.0	-0.01	-3.0	-9.7	+0.7	-0.1	-0.1	+0.01	+0.3
Percent change.....	-23.8%	-1.4%	-26.7%	-28.5%	+18.1%	-8.5%	-12.7%	+0.5%	+4.6%
History/appreciation of the arts									
Enrollment per 100 students - 1980....	2.4	2.3	2.9	4.2	2.1	2.3	2.6	2.2	2.6
Enrollment per 100 students - 1985....	2.4	2.2	3.1	4.3	2.2	2.4	2.5	2.3	2.7
Amount of change.....	-0.04	-0.1	+0.2	+0.1	+0.1	-0.1	-0.1	+0.02	+0.1
Percent change.....	-1.6%	-4.8%	+8.5%	+1.9%	+6.7%	-4.5%	-3.0%	+1.4%	+1.9%
Interdisciplinary humanities									
Enrollment per 100 students - 1980....	1.8	1.3	3.5	13.5	2.5	1.3	1.3	1.7	3.9
Enrollment per 100 students - 1985....	1.8	1.4	3.2	8.7	2.5	1.4	1.3	2.0	3.1
Amount of change.....	-0.01	+0.1	-0.3	-4.8	+0.01	+0.1	+0.04	+0.3	-0.8
Percent change.....	-0.5%	+5.8%	-7.8%	-35.6%	+0.4%	+11.0%	+3.1%	+18.6%	-19.5%

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject. Subject enrollments include duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses.

[3]Enrollment per 100 students in 1985 minus the enrollment per 100 students in 1980.

[4]Amount of change divided by the enrollment per 100 students in 1980.

NOTE.--The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values. Amount of change and percent change were computed from unrounded data and then rounded to the nearest tenth.

APPENDIX B

Technical Notes

Higher Education Surveys (HES)

The Higher Education Surveys (HES) system was established to conduct brief surveys of higher education institutions on topics of interest to Federal policy makers and the education community. The system is sponsored by the National Science Foundation, the U.S. Department of Education, and the National Endowment for the Humanities.

HES questionnaires typically request a limited amount of readily accessible data from a subsample of institutions in the HES panel, which is a nationally representative sample of 1093 colleges and universities in the United States. Each institution in the panel has identified a HES campus representative, who serves as survey coordinator. The campus representative facilitates data collection by identifying the appropriate respondent for each survey and distributing the questionnaire to that person.

Survey Methodology, Humanities Enrollments Survey

This mail survey on enrollments in the humanities was conducted at the request of the National Endowment for the Humanities (NEH). The information was collected to provide reliable national estimates of enrollments of undergraduates in specified humanities courses and to assess changes in enrollments from 1980 to 1985.

The sample for this survey consisted of half of the HES panel, excluding specialized schools in medicine, other health areas, engineering, business and management, and law. The questionnaire and cover letter were mailed to these 509 institutions on September 25, 1986. During data collection, 16 of these schools were found to be out of scope: 13 had graduate programs only, 2 schools were permanently closed, and 1 school granted only external degrees. This resulted in a usable sample size of 493 institutions. Followup was conducted by telephone from late October to mid-December. Toward the end of data collection, responses were collected by telephone as the respondents completed the questionnaires. Data were adjusted for questionnaire nonresponse and weighted to national totals.

An overall response rate of 92 percent was obtained from the 493 eligible institutions. The response rate among public and private institutions was similar (93 percent and 90 percent, respectively). The response rate by type of institution also did not vary much, ranging from 91 percent among baccalaureate schools to 94 percent among specialized schools.

Reliability of Survey Estimates

The findings presented in this report are estimates based on the sample from the HES panel and, consequently, are subject to sampling variability. If the questionnaire had been sent to a different sample, the responses would not have been identical; some figures might have been higher, while others might have been lower. The standard error of a statistic (an estimate of the sampling variation) is used to estimate the precision of that statistic obtained in a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the average result of these samples in 95 percent of the cases. An interval computed in this way is called a 95 percent confidence interval.

Tables A-12 and A-13 present coefficients of variation for selected questionnaire items. The coefficient of variation, a measure of relative error, is obtained by dividing the standard error of the estimate by the estimate. For example, an estimated 85.7 percent of colleges and universities offered English and American literature in fall 1985; the coefficient of variation for this estimate is 2.7 percent. The standard error is 2.3 (85.7 times .027), and the 95 percent confidence interval is 85.7 $\pm$ 4.5 (85.7 $\pm$ 1.96 times .027). Therefore, in at least 95 percent of all possible samples, between 81.2 percent and 90.2 percent of colleges and universities would have indicated that they offered English and American literature in fall 1985.

Table A-12.--Coefficients of variation and confidence intervals for survey estimates of the percent of colleges and universities that offered courses in selected humanities subjects in fall 1985, by subject and institutional characteristics

Subject	Total	Control		Size			Type			
		Public	Private	Less than 1,000	1,000 - 4,999	5,000 or more	Doctoral	Comprehensive	Baccalaureate	Two-year
English and American literature										
Estimate	85.7	91.7	79.8	71.1	94.0	97.4	97.3	97.5	100.0	79.5
Coefficient of variation	2.7	2.3	5.1	9.7	5.1	5.2	1.4	1.4	0.0	4.4
95% confidence interval	81.2-90.2	87.3-95.9	71.9-87.7	57.5-84.7	84.6-103.4	87.5-107.3	94.6-100.0	94.7-100.3	-	71.7-88.3
Foreign languages and literatures										
Estimate	81.4	82.6	80.3	72.1	82.4	98.5	100.0	93.5	95.6	67.7
Coefficient of variation	2.4	3.5	3.3	7.2	3.8	3.1	0.0	2.9	2.1	5.9
95% confidence interval	77.5-85.3	76.9-88.3	73.1-85.5	61.9-82.3	73.0-91.8	88.6-108.4	-	88.1-98.9	91.6-99.6	59.8-75.6
History										
Estimate	86.3	91.7	81.0	71.9	94.1	98.5	100.0	99.4	100.0	77.3
Coefficient of variation	2.4	2.4	4.8	9.5	5.1	5.1	0.0	0.5	0.0	4.6
95% confidence interval	81.9-90.7	87.4-96.0	73.4-88.6	58.6-85.2	84.8-103.4	88.6-108.4	-	98.4-100.4	-	70.1-84.1
Philosophy										
Estimate	79.3	79.1	79.4	68.8	81.1	96.8	100.0	93.3	89.5	65.4
Coefficient of variation	3.6	3.8	3.6	7.4	5.9	3.3	0.0	2.8	3.3	6.3
95% confidence interval	75.3-83.3	73.3-85.1	73.9-84.9	58.8-78.8	71.7-90.5	86.8-106.8	-	91.5-99.1	83.8-95.1	57.3-73.5
Religion										
Estimate	56.4	35.0	77.3	64.4	53.7	49.4	67.9	61.5	68.4	54.0
Coefficient of variation	3.7	8.9	3.6	7.4	7.8	9.2	5.7	6.5	5.5	11.7
95% confidence interval	51.3-60.5	28.9-41.1	71.9-82.7	55.0-73.8	45.9-61.9	40.5-58.3	60.3-75.5	53.7-69.3	79.5-91.3	36.1-41.8

Table A-13.--Coefficients of variation and confidence intervals for survey estimates of the enrollment per 100 students in colleges and universities that offered courses in selected humanities subjects in fall 1985, by subject and institutional characteristics

Subject	Total	Control		Size			Type			
		Public	Private	Less than 1,000	1,000 - 4,999	5,000 or more	Doctoral	Comprehensive	Baccalaureate	Two-year
English and American literature										
Estimate	7.9	6.8	14.0	14.0	10.2	6.9	11.2	11.5	14.2	3.3
Coefficient of variation	4.5	5.5	7.6	20.0	8.3	6.5	6.8	6.9	8.4	11.5
95% confidence interval	7.2-8.6	6.1-7.5	11.9-16.0	8.5-19.5	8.3-11.9	5.9-7.6	9.7-12.7	9.9-13.0	11.9-16.5	2.5-4.0
Foreign languages and literatures										
Estimate	10.2	8.0	21.6	13.6	11.1	9.6	18.8	10.5	17.4	4.0
Coefficient of variation	4.8	5.7	7.5	19.3	8.8	6.0	6.2	5.7	9.5	12.5
95% confidence interval	9.2-11.1	7.1-8.9	18.4-24.7	9.7-21.5	9.2-13.0	8.5-10.7	16.5-21.1	9.3-11.7	14.2-20.7	3.0-5.0
History										
Estimate	13.1	11.9	19.6	21.9	14.9	11.9	15.6	17.2	20.1	8.2
Coefficient of variation	4.1	4.9	8.1	18.9	7.5	6.0	5.4	5.6	5.9	10.3
95% confidence interval	12.1-14.2	10.7-13.0	16.5-22.7	14.4-31.3	12.7-17.1	10.5-13.3	14.0-17.3	15.4-19.1	17.8-23.5	6.6-9.9
Philosophy										
Estimate	5.6	4.3	12.8	10.7	7.6	4.8	7.5	8.1	10.2	2.4
Coefficient of variation	5.2	6.0	9.3	20.6	9.8	6.3	7.0	8.0	9.2	13.9
95% confidence interval	5.0-6.2	3.8-4.8	10.4-15.1	6.4-15.1	6.1-9.0	4.2-5.4	6.5-8.5	6.8-9.3	8.4-12.1	1.7-3.1
Religion										
Estimate	8.0	1.6	26.7	56.7	13.9	3.2	4.2	7.7	18.6	2.3
Coefficient of variation	20.2	23.9	19.6	40.7	14.5	17.2	21.2	19.0	9.5	54.3
95% confidence interval	4.9-11.2	0.9-2.4	18.4-36.9	11.5-101.9	9.9-17.8	1.5-3.0	2.5-6.0	4.8-10.6	15.1-22.1	0-4.7

School Type Relationships

The data in this report are presented as "total" figures, which represent all kinds of schools grouped together, and are also broken down by institutional control, school size, and institutional "type". These classifications are:

- Institutional control
  - Public
  - Private
- School size (based on 1985 institutional enrollments as reported on the questionnaire)
  - Small: less than 1,000 students
  - Medium: 1,000 - 4,999 students
  - Large: 5,000 or more students
- Institutional Type (based on the U.S. Department of Education's HEGIS classifications)
  - Doctoral-granting: institutions characterized by a significant level and breadth of activity in and commitment to doctoral-level education as measured by the number of doctorate recipients and the diversity in doctoral-level program offerings.
  - Comprehensive: institutions characterized by diverse postbaccalaureate programs (including first-professional) but do not engage in significant doctoral-level education.
  - Baccalaureate: institutions characterized by their primary emphasis on general undergraduate, baccalaureate-level education, and are not significantly engaged in postbaccalaureate education.
  - Two-year: institutions that confer at least 75 percent of their degrees and awards for work below the bachelor's level.

As can be seen in Figures A-1 through A-6, these institutional characteristics are related to each other:

- Among doctoral schools, 83 percent are large, and 64 percent are public.
- Among comprehensive schools, 41 percent are large, 53 percent are medium; 61 percent are public.
- Among baccalaureate schools, 43 percent are small, 57 percent are medium; 84 percent are private.
- Among two-year schools, 70 percent are public.
- Among public schools, 38 percent are large, 50 percent are medium; 65 percent are two-year.
- Among private schools, 61 percent are small, 35 percent are medium; 40 percent are baccalaureate.
- Among small schools, less than 3 percent are doctoral or comprehensive, and 85 percent are private.
- Among large schools, none are baccalaureate schools, and 92 percent are public.

Because of these interrelationships, response patterns for certain school types resemble each other. For example, small schools, private schools, and baccalaureate schools often show similar responses, as do large schools, public schools, and two-year schools.

FIGURE A-1

Percents of Each Type of Institution that are Public and Private

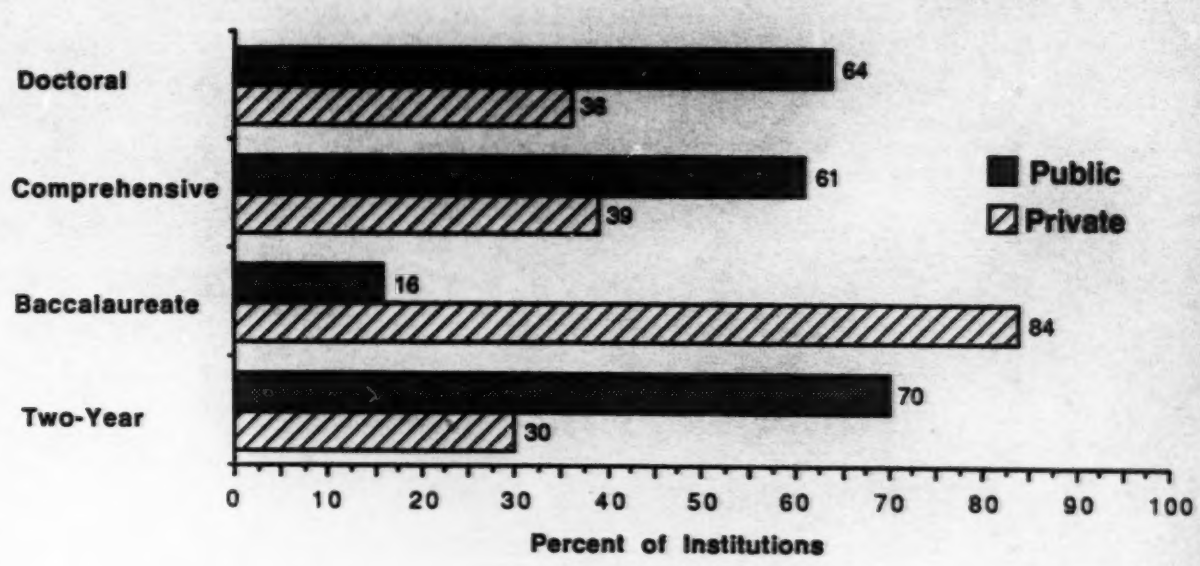


FIGURE A-2

Percents of Each Type of Institution that are Small, Medium, and Large

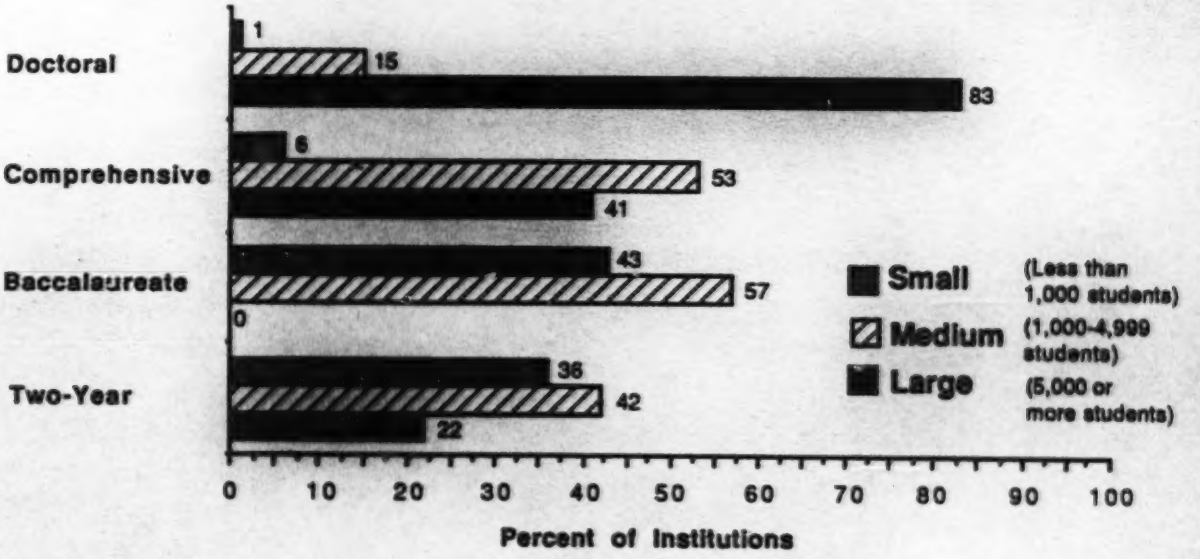


FIGURE A-3

Percents of Each Size of Institution that are Public and Private

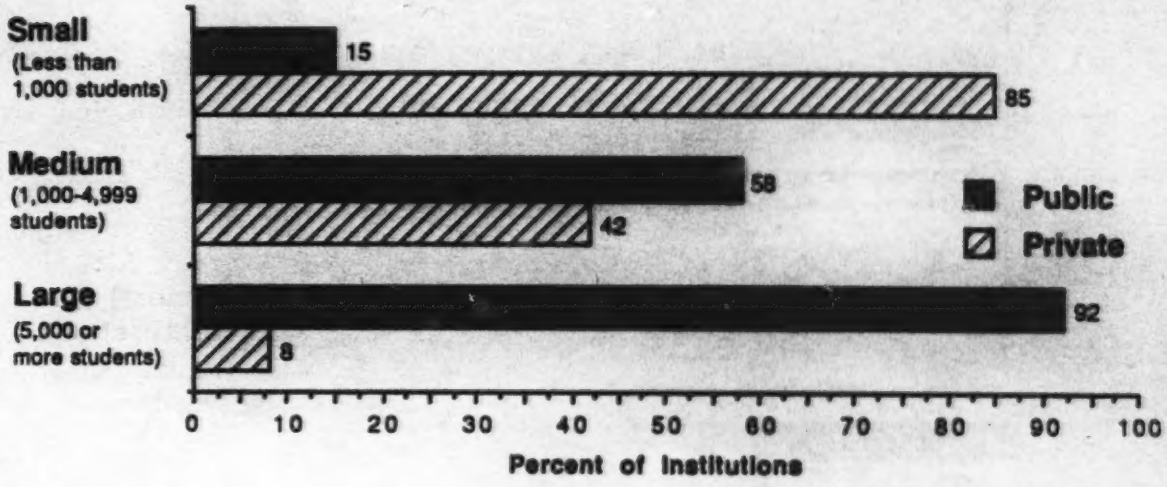


FIGURE A-4

Percents of Each Size of Institution that are Doctoral, Comprehensive, Baccalaureate, and Two-Year

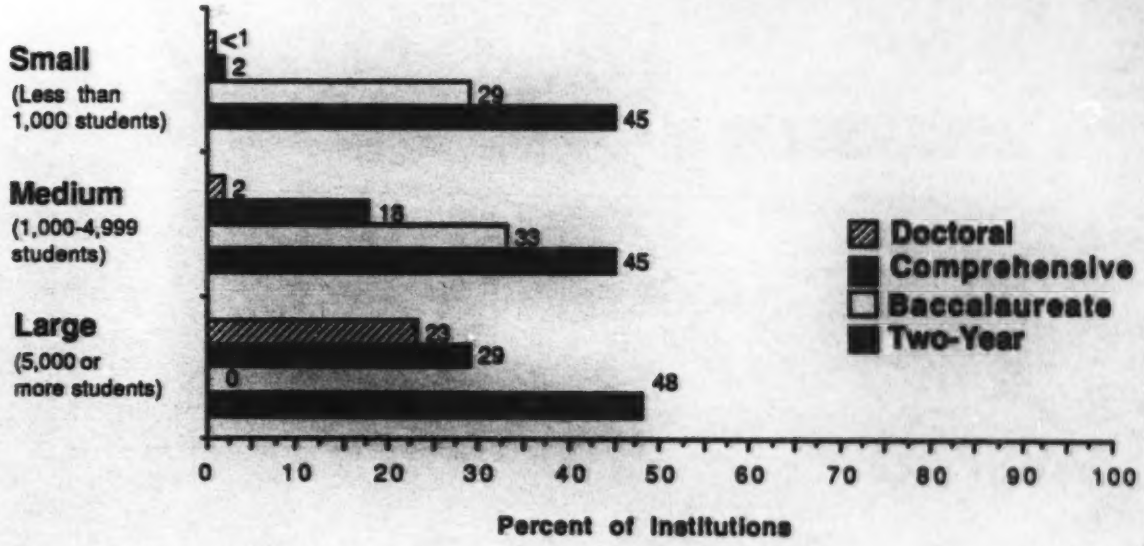


FIGURE A-5

Percents of Public and Private Institutions that are Doctoral, Comprehensive, Baccalaureate, and Two-Year

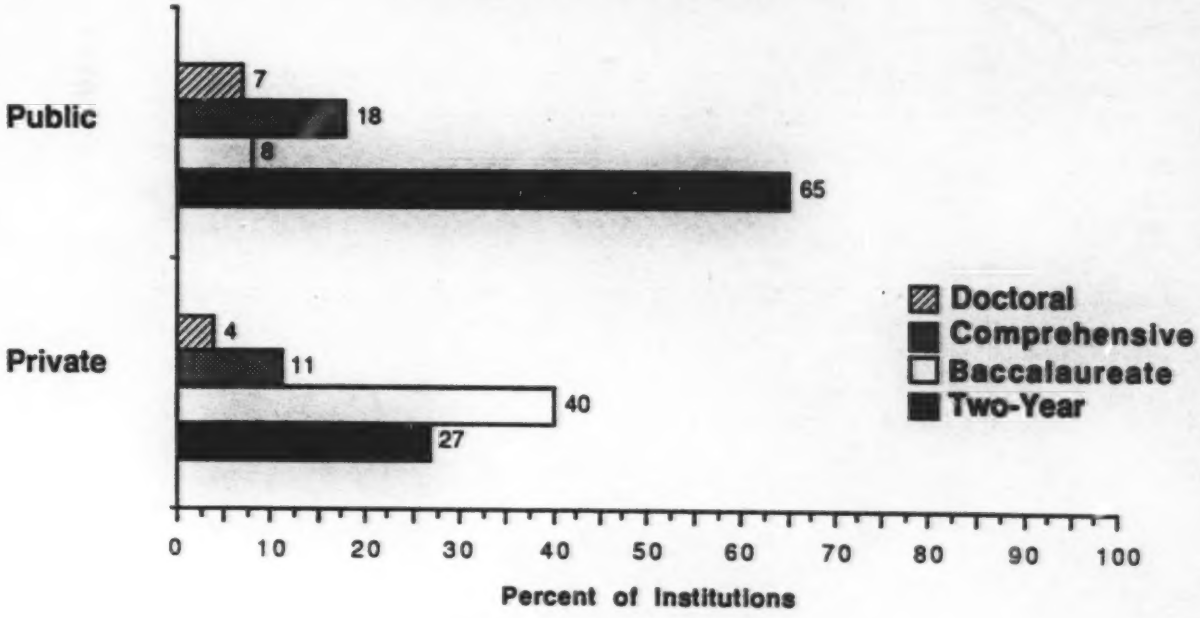
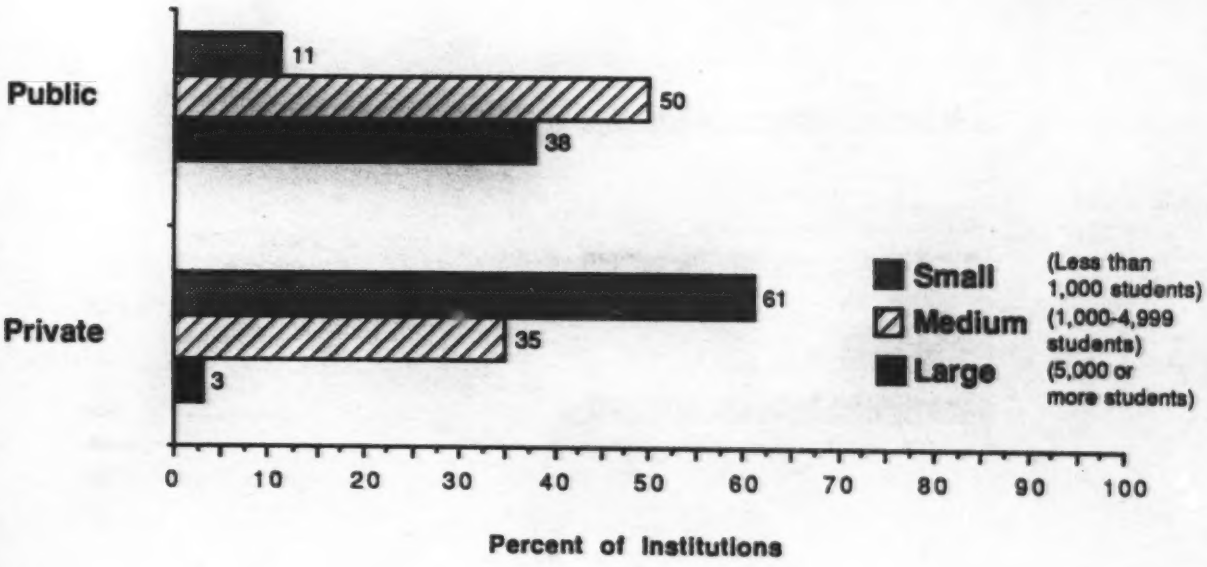


FIGURE A-6

Percents of Public and Private Institutions that are Small, Medium, and Large



APPENDIX C

Survey Questionnaire

Higher Education Surveys

OMB# 3145-0009
Exp. 3/31/87

SURVEY #3
UNDERGRADUATE ENROLLMENTS IN HUMANITIES COURSES, 1980 AND 1985

September 25, 1986

Dear Colleague:

I am writing on behalf of the National Endowment for the Humanities to request your participation in our Higher Education Survey (HES) on *Undergraduate Enrollments in Humanities Courses, 1980 and 1985.*

It is generally assumed that enrollments in the humanities have been declining, based upon studies of numbers of degrees awarded in humanities fields and changes in undergraduate general education requirements. However, no national data are currently available on the number of students enrolled in humanities courses. The purpose of this survey is to collect such data in order to provide reliable national estimates of enrollments of undergraduates in humanities courses and to assess changes in enrollments from 1980 to 1985. Your participation in this survey, while voluntary, is vital to the development of these national estimates. Thank you for your assistance.

Sincerely,

Jeffrey D. Thomas
National Endowment for
the Humanities

MAY THE DATA YOU PROVIDE IN THIS SURVEY BE RELEASED TO THE NATIONAL ENDOWMENT FOR THE HUMANITIES WITH YOUR INSTITUTIONAL IDENTIFICATION CODE? ___ YES ___ NO

INSTRUCTIONS AND DEFINITIONS

Please Do Not Leave Spaces for Response Blank, unless you are reporting lower division enrollments only: If a category of courses is not offered by your college or university, please enter "NA" in the space provided for response. If no students were enrolled in a given category of courses offered at your institution, please enter zero (0). If information for an item is not available, please enter "UNKNOWN."

Enrollment Figures: Include full- and part-time undergraduate students; count only those still registered after the "drop/add" cutoff date. Do not include students in a separate evening/weekend division. Students enrolled in more than one course in a given area should be counted for each course. For example, a student enrolled in two upper division English Literature courses would be counted twice in item 2b.

Course Level:

Lower Division Courses: For-credit courses designed for undergraduates in the first two years of a four-year curriculum; two-year colleges should report all data here.

Upper Division Courses: For-credit courses designed for undergraduates during the third and fourth years of a four-year curriculum.

NOTE: Institutions which have a four-year undergraduate program which does not distinguish between upper and lower division courses should check the appropriate response in item 10 and list all figures in the spaces reserved for lower division enrollment counts. If providing separate figures for upper and lower division courses would greatly increase the amount of work required to complete the questionnaire (e.g., if your course numbering system is not geared to course level), please indicate this in item 10 and report all figures in the space provided for lower division enrollments.

HUMANITIES SUBJECTS

1. **English Composition:** Distinguish between (a) remedial/developmental writing courses, and (b) composition/writing courses offered by the English department. Do not include courses for non-native speakers, or technical writing courses. No distinction between upper and lower division is made in this item.

2. **English and American Literatures:** Include courses encompassing English-speaking literatures and genres (e.g., Modern Novels, 20th Century Poetry). Exclude writing courses, which are counted separately under item 1, "English Composition."

3. **Foreign Languages and Literatures:** Include courses in foreign languages, both modern and ancient; foreign literature, whether offered in the original language or in translation; and classics.

4. **History:** Include all history courses, Western and non-Western Civilization, and American Studies.

5. **Philosophy:** Include all philosophy courses.

6. **Religion:** Include all religion courses.

7. **History/Appreciation of the Arts:** Include only courses in the history and/or appreciation of art, music, theatre, dance, and film. Do not include studio or performing arts courses.

8. **Interdisciplinary Humanities:** General education or core courses specifically designed to provide a survey or overview of the humanities (e.g., in a specific historical period), but not focussed on one specific department or subject.

QUESTIONS? *Please call Mary Collins or Laurie Lewis at Westat's toll-free number, 800-638-8985, between 8:30 am and 5:30 pm Eastern time. In the Washington, D.C. area, call 251-4273.*

SUBJECT AND COURSE LEVEL	ENROLLMENT FIGURES FALL 1980	FALL 1985
1. **ENGLISH COMPOSITION**		
1a. Remedial/Developmental		
1b. Composition/Writing		
2. **ENGLISH & AMERICAN LITERATURE**		
2a. Lower Division		
2b. Upper Division		
3. **FOREIGN LANGUAGES & LITERATURES**		
3a. Lower Division		
3b. Upper Division		
4. **HISTORY**		
4a. Lower Division		
4b. Upper Division		
5. **PHILOSOPHY**		
5a. Lower Division		
5b. Upper Division		
6. **RELIGION**		
6a. Lower Division		
6b. Upper Division		
7. **HISTORY/APPRECIATION OF THE ARTS**		
7a. Lower Division		
7b. Upper Division		
8. **INTERDISCIPLINARY HUMANITIES**		
8a. Lower Division		
8b. Upper Division		

9. How many undergraduate students (full-time and part-time) were enrolled in your institution in:

   9a. Fall 1980 _____

   9b. Fall 1985 _____

10. If you are unable to provide separate figures for lower and upper division courses, check the appropriate response below:

   ____ Do not distinguish lower/upper division
   ____ Providing figures would greatly increase time required to complete the questionnaire
   ____ Information not available for other reason

Person Completing Form: _____ Phone: _____

Title/Department: _____

END

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Date Filmed

March 21,1991